Kentucky Department of Education
District Application for School Improvement Funds (Section 1003g)
Transformation Model

<u>Cover Page</u>

Please Note: You may only type in the gray areas.

District	DISTRICT Mailing Address
Christian	**Street Address 1** 200 Glass Avenue
Name of District Contact	**Street Address 2** _____
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Position Director of Federal Programs	**CONTACT Mailing Address** (if different)
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Submission Date (office use only)	**Street Address 2** _____ **City** _____ **ZIP** _____ **Phone** _____

District Name	NCES ID #	Total Awarded
Christian County	2101150	$
School Name	**NCES ID #**	**Intervention**
Christian County High School	210115000220	Transformation Model

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants (SIG) program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

 (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements;

 (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

 (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.

 (4) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Superintendent Signature   Date

Notary Public   My commission expires

Notary seal
District Actions

Please Note: You may only type in the gray areas.

If not all Priority Schools are served, explain why the school(s) will not be served and provide supporting documentation for the decision.

Christian County High School is the only Priority School in Christian County.

Describe the district's capacity to use school improvement funds to provide adequate resources, related support, and oversight to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding and use of external resources.

The District provides oversight to Christian County High School (CCHS) under the direction of the Superintendent through the Superintendent's Cabinet, District Support Team and with guidance from the Kentucky Department of Education. The most recent Diagnostic Review found that the District had capacity. Christian County has experience sustaining and supporting grant funded programs. The district is currently operating two DoDEA grants, a KDE Instructional Transformation grant, Family Resource and Youth Services Centers (FRYSC), and Read to Achieve grants.

Support is provided formally to Christian County High School through a Support Plan Structure in many areas. Mentoring and coaching for the principal has occurred in monthly Principal Support Visits, Collaborative Planning sessions, and interaction with the Superintendent through School Support Visits and PPGES activities.

In June 2013, the district launched an instructional coaching initiative after researching effective models and consulting with Jim Knight (University of Kansas) and Cindy Harrison, one of the authors of Coaching Matters. District Instructional Behavioral Coaches (IBC) provide job-embedded and targeted professional learning. The IBC positions are designed to build teacher capacity and tie nicely to the coaching that is required in the PGES model. IBCs provide support to CCHS in areas of identified need.

At the District level, the Curriculum Leadership Team meets monthly. It includes district leadership, school principals, instructional coaches, and curriculum specialists. The CLT serves as the vehicle for district professional learning around emerging issues, research-based practices, and strategies that lead the district to realizing its vision and mission. Activities have included such items as developing a common instructional vocabulary, exploring the research in areas such as growth mindsets, analyzing and reviewing Response to

Intervention plans, revising PBIS implementation plans, digging deeper in the KCAS-related support documents, instructional practices and how to monitor for fidelity of implementation and many other areas. Time is provided to allow for application and for analyzing improvement plans for congruence to district improvement plans. Participants have indicated through tools such as a Plus/Delta that the collegial conversations are excellent learning opportunities and essential for their continued professional growth.

Instructional Rounds occur annually. A team of approximately 25 District and School leaders will collect data through classroom observations in relation to a Problem of Instructional Practice identified by the School Leadership Team. Data, Trends, Predictions and Next Steps are identified as part of the process. All School Leadership Team members participated in three visits to other schools in the 2015-16 school year to build exposure to a range of instructional practices and to build a common language about instructional practices throughout the District. The Principal walks the building with the Superintendent and discusses issues relative to PPGES and school improvement during the visit.

CCHS receives a Customer Service Visit in the Fall semester. The purpose of this visit is to bring central office support to the school level and provide opportunities for school staff to tell the District what support is needed to effectively work. Feedback is collected by each Division and discussed in the following Cabinet meeting with overall results and a follow-up plan shared with the School Principal.

The district has extended its support for teachers new to the district. In the summer of 2017, the District will provide an hourly stipend to new teachers for twelve hours of additional work around district expectations through the Chief Instructional Officer's staff. Principals of each building have also identified a mentor teacher to participate alongside new staff. The mentor teacher will provide ongoing support to the new teacher.

A team of District Leadership conducts classroom observations using the ELEOT instrument and collects trend data compared to the baseline established by the Diagnostic Review team in 2013. Formal debriefing of individual classrooms will occur as well as next steps developed during and following KDE Monitoring Visits. The School Leadership team is involved in the debriefing. During the visit, the Principal walks the building with the Superintendent and also participates in dialogue with the Superintendent relative to PPGES. The District expectation is for school leaders to conduct five ELEOT observations each week.

The Principal has met with the Superintendent and Cabinet on a monthly basis to review progress, monitor and adjust plans to meet the needs of the school.

The Chief Instructional Officer and Principal have regularly updated to the Board of Education on the progress of the Priority School initiatives.

The Deep Dive: The Deep Dive is a district-wide professional learning community comprised of district leadership, school leadership teams, and teacher leaders designed to provide time for district and school leadership, instructional coaches, and curriculum specialists to focus on the most critical levers in improving schools - building the knowledge and skills of educators. This professional learning community meets quarterly. Support and expertise from district experts and KDE staff will be utilized in implementing the 20/20 Vision Plan around the Kentucky Standards for Professional Learning. Deep Dive is aligned with the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results. Members of this PLC will participate in meaningful professional learning and collegial dialogue around using student performance data to guide refining current content maps to align with KCAS with embedded enduring skills, assessment literacy practices, and related resources. The Deep Dive professional learning community will deliberately focus on the connections among LDC/MDC, PGES, and the four pillars of the Innovation Configuration Map (KCAS, Assessment Literacy, Leadership and the CHETL) and prepare Deep Dive participants to facilitate PLCs at the building level and Content Academies outlined below. The CCPS Board of Education will be provided regular updates on the progress of the project by the Chief Instructional Officer through the Instructional Updates at Board meetings or workshops.

The district allocates an additional 23% of the base teacher allocation above the state guidelines for staffing. In addition, the District is constantly monitoring enrollment for the 17-18 school year and making staffing adjustments to meet the needs of the school.

District Budget Narrative

Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the grant cycle for the district. If a district chooses not to reserve funds for district level services, a line item budget must be submitted showing that no funds will be withheld.

If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the schools' intervention model to address the causes and contributing factors to low student achievement at each of the schools.

Funds are not being reserved for district level activities.

Identify the multiple state and federal funds to be coordinated with the intervention model and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Strategies to recruit, place, and retain staff: Title II funds are utilized in part to pay a portion of the salary of a Minority Teacher Recruiter position whose role is to recruit highly qualified teachers to CCHS as well as other district schools.   Title II funds are utilized to provide the IBC coaches who provide job-embedded professional development throughout the district. As specific needs arise, coaches are deployed to create, present, and then support the professional development needs of teachers. District Title I and IDEA-B funds are also utilized to support the professional development activities and materials needed to support effective teaching and assessment practices. IDEA-B funds are also utilized for a Special Education Teacher Consultant who provides targeted assistance to under-performing teachers.

The Family Resource/Youth Service Centers funds are utilized to communicate and organize parent activities. Title I building contacts work in conjunction with the FRYSC to meet the Title I mandates of family engagement.

Fort Campbell also provides a Military and Family Life Counselor (MFLAC) that is shared between CCHS and Christian County Middle School. By working with the military, our school guidance counselors and social workers can provide much needed support to families who are struggling with the effects of extended and repeated deployments.

The district provides four itinerant English Learner teachers and three EL Instructional Assistants to serve the Limited English Proficiency students of the district. Title III funds are used to provide professional development opportunities, translation services for schools and families, and accommodation materials for students.

Identify the services, personnel and financial supports the district will provide and tell how they align to the school(s') intervention model.

The district will provide the necessary support to Christian County High School so that it may fully implement the required activities of the school improvement model.

The Superintendent will oversee the work of the school improvement model. Under her guidance, the Chief Operations Officer, Chief Instructional Officer, and Chief Administrative Officer will direct the day-to-day activities of the district staff involved and work directly with the school principal and school recovery staff.

The Chief Operations Officer will support CCHS by providing advisory on school safety, buildings, grounds, nurses, school resource officers, food service, technology and financial responsibilities. The Chief Operations Officer and his staff will be able to provide guidance on the operational flexibility of the

transformation model.

The Chief Administrative Officer will support CCHS by providing advisory on pupil personnel, human resources, observation, evaluation, PBIS, and discipline. The Chief Administrative Officer and her staff will be able to provide guidance on the steps to increase teacher and school leader effectiveness.

The Chief Instructional Officer will support CCHS by providing advisory on core academics, Response to Intervention, planning and accountability, continuous improvement, and special education. The Chief Administrative Officer and her staff will be able to provide guidance on comprehensive instructional reforms.

Transformation Model - Permissible Activities
Districts are not required to address "permissible activities". However, if a district does include permissible activities it may do so in the spaces below.

Identify the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Not Applicable

Year 1 Budget
Please Note: You may only type in the gray areas.

District   **Christian County**

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113		$
120		$
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222		$
232		$
233		$
240		$
250		$
251		$
253		$
260		$
270		$
291		$
292		$
293		$

MUNIS Code	Description of Activity	Amount Requested
294		$
295		$
296		$
297		$
321		$
322		$
335		$
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$
452		$
453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$
555		$
580		$
581		$
582		$
584		$

585		$

MUNIS Code	Description of Activity	Amount Requested
591		$
592		$
610		$
616		$
617		$
626		$
627		$
629		$
631		$
639		$
641		$
642		$
643		$
644		$
645		$
646		$
647		$
649		$
650		$
669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		**$0.00**

Year 2 Budget
Please Note: You may only type in the gray areas.

District   **Christian County**

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113		$
120		$
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222		$
232		$
233		$
240		$
250		$
251		$
253		$
260		$
270		$
291		$
292		$
293		$
294		$

MUNIS Code	Description of Activity	Amount Requested
295		$
296		$
297		$
321		$
322		$
335		$
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$
452		$
453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$
555		$
580		$
581		$
582		$
584		$
585		$

MUNIS Code	Description of Activity	Amount Requested
591		$
592		$
610		$
616		$
617		$
626		$
627		$
629		$
631		$
639		$
641		$
642		$
643		$
644		$
645		$
646		$
647		$
649		$
650		$
669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		**$0.00**

Year 3 Budget
Please Note: You may only type in the gray areas.

District   **Christian County**

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113		$
120		$
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222		$
232		$
233		$
240		$
250		$
251		$
253		$
260		$
270		$
291		$
292		$
293		$
294		$

MUNIS Code	Description of Activity	Amount Requested
295		$
296		$
297		$
321		$
322		$
335		$
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$
452		$
453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$
555		$
580		$
581		$
582		$
584		$

585		$

MUNIS Code	Description of Activity	Amount Requested
591		$
592		$
610		$
616		$
617		$
626		$
627		$
629		$
631		$
639		$
641		$
642		$
643		$
644		$
645		$
646		$
647		$
649		$
650		$
669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		**$0.00**

School Application

District   Christian County
School   Christian County High School

Please Note: You may only type in the gray areas.

Commitment To Serve

Identify the school-level literacy and math data from the most recent state assessment and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

CCHS has seen improvement since being identified as a Priority School. Their 2013-14 percentile rank rose to 56, which was in the top half of high schools. The school came close to exiting Priority status when it exceed its Annual Measurable Objective (AMO) goal of 67.2 with an overall score of 68.7, met the participation rate goal, but did not meet the graduation rate goal. More improvement was seen in 2015-16, when the school attained a Distinguished classification and had the highest overall improvement in the Commonwealth. The percentage of students who are College and Career Ready has risen 31.5 points in the last three years. The graduation rate is at 92.1%.

While CCHS is on a trajectory of improvement when the District School Improvement Team examined the most recent available School Report Card data, it revealed that CCHS students are performing lower overall than the state in reading in a number of reportable subgroup areas. While CCHS met AMO, the school still has significantly higher numbers of students Novice in reading than the state and is significantly lower in proficient and distinguished in most subgroup areas. (See Figure 1)

FIGURE 1

	READING PERFORMANCE LEVEL					
	Percent Novice		Percent Apprentice		Percent Proficient/Distinguished	
	School	State	School	State	School	State
MALE	47.3	39.9	8.8	10.4	43.9	56.5
FEMALE	37.1	27.0	7.9	9.5	55.0	63.5
WHITE (non-hispanic)	28.9	29.8	11.4	9.9	59.7	60.4
African American	58.1	55.9	5.1	10.8	36.8	33.3
F/R	48.1	44.2	8.5	11.2	43.4	44.7
Non-Duplicated	48.9	44.6	8.7	11.2	42.4	44.2

When reviewing the most recent available School Report Card data related to math performance, there is clearly evidence of movement toward improvement in that the school reported lower numbers o f apprentice students than did the state and higher numbers of proficient students than did the state. However, CCHS had a higher percentage of Novice students reporting in the subgroups for male, female, and African American for Novice than did the State except for the subgroups white (non-hispanic) and the non-duplicated sub groups where CCHS was lower than the state percentages for novice.   CCHS had a lower percentage of Apprentice students reporting in every subgroup category than did the state.   CCHS reported a higher percentage in math performance for the Proficient level than did the state in all subgroups, however CCHS was lower than the state average in all subgroups in the area of Distinguished.

FIGURE 2

	MATH PERFORMANCE LEVEL							
	Percent Novice		Percent Apprentice		Percent Proficient		Percent Distinguished	
	School	State	School	State	School	State	School	State
MALE	23.7	23.0	32.6	36.3	38.5	30.5	5.2	10.2
FEMALE	20.6	19.1	32.1	36.9	41.2	33.9	6.1	10.1
WHITE (non-hispanic)	17.0	20.0	29.1	35.9	44.7	33.3	9.2	10.8
African American	31.8	31.0	36.4	41.8	30.8	24.6	0.9	2.6
Non-Duplicated	26.7	27.9	34.0	40.6	37.9	26.7	1.5	4.8

Analysis of Assessment Results

Three year trend data for CCHS has indicates significant improvement in all of the NxGL areas of accountability from the 2014-15 school year to 2015-16 and is reflective of the work through the previous School Improvement Grant (SIG) work. The *Achievement* score has increased by 6.8 points from the 2013-14 school year to 2015-16. *Gap* has shown enormous gains of 34.8 points over the same period. *Growth* has increased by 6.6, and *Graduation Rate* by 2.3 points. After a 9.6 point downslide from 2013-14 to 2014-15 in CCR, CCHS leadership focused and created systems for monitoring CCR for the 2015-16 school year. Those efforts proved to be valuable as they rebounded with an increase of 16.5 percentage points in College and/or Career Readiness. The 14.4 AMO increase from the 2014-15 school year to 2015-16 proved to be one of the highest across the Commonwealth.   The analysis of assessment results indicates that CCHS is on the right track for improvement with continued support.

FIGURE 3

Year	NxGL					Prog Rev	AMO	CCR	Grad Rate
	A	Ga	Gro	CCR	GRa				

2013-14	50.6	29.6	46.9	71.2	92.1	23.0	67.7/Yes	71.2	92.1
2014-15	47.6	27.9	43.8	61.6	89.1	21.9	61.8/No	61.6	89.1
2015-16	57.4	64.4	53.5	78.1	94.4	22.6	76.2/Yes	78.1	94.4

When looking at the three year achievement trends for academic areas (figure 4), several observations can be noted. While all areas of achievement in proficient/distinguished percentage grew from the 2014-15 school year to the 2015, the data demonstrates that CCHS still has significant areas of concern. There was a +5.1% gain in Proficient and Distinguished in the area of reading from 2013-14 to 2015-16. While math showed an improvement of +24.8% students scoring proficient and distinguished from SY 14-15 to SY 15-16, there was still an overall decline of -15.6% of students scoring proficient /distinguished as compared to SY 13-14. Science showed similar improvement from SY 2014-15 to 2015-16 with a gain of +4.1% in science, but still shows a deficit of -21.2% of students scoring proficient/distinguished from SY 2013-14. Social Studies also showed improvement from SY 2014-15 to 2015-16 with a gain of +7.3% of students scoring proficient/distinguished, but is still behind the SY 2013-14 numbers by -.7%. Writing also improved by +7.3% from 2014-15 to 2015-16, but still lags by -11.1% of students scoring proficient/distinguished as compared to SY 2013-14.

The overall growth in reading (+5.1%) since 2013-14 and the growth in mathematics from 2014-15 to 2015-16 (+24.8) is a direct result of the previous SIG grant funding. The first round of this grant allowed CCHS to hire specialists/coaches in both the areas of mathematics and reading, along with providing content teachers additional stipends for intervention and extended PLC work. The work will continue and embed these systems into the culture of the school for continuous improvement. (Figure 4)

FIGURE 4

Achievement -- P & D %				
	2013-14	2014-15	2015-16	Three Year +/-
Reading	44.2	39.6	49.3	+5.1
Math	61.1	20.7	45.5	-15.6
Science	42.6	17.3	21.4	-21.2
Social Studies	44.9	40.8	45.6	-.7
Writing	61.0	42.6	49.9	-11.1
Language*	57.3	41.8	39.6	-17.7

In the Language Mechanics was measured by the PLAN for 10th grade. In 2015-16, the PLAN was no longer given and the same group of 10th graders (from 2014-2015) took the ACT as 11th graders (in 2015-16) and the language score shows a continued decline. School leadership examined this trend with teachers. Additional time was built into the schedule to address language. Tutoring provided through SIG funding targeted language. The complete data profile for 16-17 is not yet available to determine the effectiveness of the plan for improvement. (Figure 4)

When examining student reading performance by content area for the past three years, there has been an increase in the percentage of students scoring proficient/distinguished in the African-American (+15.1) and

Free and Reduced Lunch (+30)subgroups. There has been a decline in the number of students scoring proficient and distinguished in the disabilities subgroup (-9.6). There has been an overall reduction of novice students scoring reading in these reported subgroups. (Figure 6)

While math shows an increase in the numbers scoring proficient/distinguished for the subgroups of African-American (+3.6) and Free/Reduced Lunch (+8.7), there was also an increase in the number of African-American students scoring novice (+10.6) and in the number (+2.0) Free/reduced lunch students scoring novice. The math data also reveals a decrease in the number of students with disabilities scoring proficient/distinguished (-12.1). (Figure 6)

Science shows a concerning decrease in the percentage of African-American students proficient and distinguished (-25.9%) and a similar decrease for Free/Reduced lunch students (-11.1) and students with disabilities (-28.2) since 2013-14. There was a reduction of students scoring novice for the African-American and Free/reduced lunch subgroups, but an increase in students with disabilities scoring novice. (Figure 6)

A review of the Social Studies data reveals a slight decrease in the number of African-American students scoring proficient (-1.0) from 2013-14 to 2015-16 and an increase in the number of Free/Reduced lunch students scoring proficient (+25.8). Students with disabilities showed a decrease (-17.6) since 2013-14. The percentage of students scoring novice was decreased for African-Americans (-19.7) and for Free/reduced lunch students (-18.6). There was an increase (+3.5) students with disabilities scoring novice. (Figure 6)

Writing has demonstrated an increase in the numbers of students scoring proficient/distinguished for both African-American students (+8.3) and Free/reduced lunch students (+2.8) with a decrease of students with disabilities (-23.1) scoring proficient/distinguished. There was a decrease in the number of African-American students scoring novice (-10.4) and Free/reduced lunch students (-10.9) scoring novice. There was an increase in the number of students with disabilities scoring novice (+8.1). (Figure 6)

FIGURE 6

Gap Student Performance by Sub-Group									
Content Area	African-American			Free/Reduced Lunch			Disability		
	2013-14Gap	2014-15Gap	2015-16Gap	2013-14Gap	2014-15Gap	2015-16Gap	2013-14 Gap	2014-15Gap	2015-16Gap
Reading % P&D	21.7	26.9	36.8	13.4	36.3	43.4	28.1	0.0	18.5
% Novice	63.4	60.8	58.1	55.4	55.7	48.1	78.4	88.6	66.7
Math % P&D	28.2	13.8	31.8	32.5	19.5	41.2	31.1	0.0	19.0
% Novice	21.2	36.7	31.8	23.8	36.9	25.8	40.0	69.2	38.1
Science % P&D	34.1	9.3	8.2	24.5	14.7	13.4	31.8	0.0	3.6
% Novice	52.3	50.4	42.6	43.0	39.8	33.8	73.0	80.6	75.0
Social	33.7	22.3	32.7	16.4	31.7	42.2	33.0	3.6	15.4

Studies % P&D								
% Novice	58.8	57.3	39.1	51.8	48.8	33.2	61.9	82.1	65.4
Writing % P&D	32.4	30.1	40.7	41.0	38.4	43.8	37.4	6.3	14.3
% Novice	18.7	18.3	8.3	19.0	16.8	8.1	23.6	59.4	31.7

The School Improvement Team reviewed the last three years of End of Course data. All four of the EOC assessments showed improvement from 2014-15. The progress while minimal in some areas; English II (+6.2), Biology (+2.7), US History (+3.5) was still a step back in the right direction from the slips following the 2013-14 school year successes. While there were improvements in Biology, it continues to be an area of concern. (Figure 8)

FIGURE 8

EOC % P & D			
	2013-14	**2014-15**	**2015-16**
English 2	40.3	40.8	47.0
Algebra 2	50.7	22.0	49.2
Biology	23.8	17.6	20.3
US History	37.3	43.5	47.0

When comparing CCHS average ACT scores against those of the state, CCHS falls behind the state average in English, Mathematics, Reading, Science, and Social Studies for the past five years. While trends have proven to be consistent most years in the average score, there was an overall increase in the composite from the 2015 to 2016 school year.   2016 Changes by ACT section are as follows: +0.7 in English, -0.3 in Mathematics, +0.4 in Reading, +1.0 in Science, and a +0.3 in the overall Composite score while the state continued to make gains in average scores. This trend data is improving, however CCHS remains behind the state average and is not closing the gap as quickly as needed. As a school located on the Tennessee-Kentucky border and serving Fort Campbell families, this score becomes one of the decision makers when families decide on which side of the state line they choose to live. (Figure 9)

FIGURE 9

	Average ACT Scores									
	English		**Mathematics**		**Reading**		**Science**		**Composite**	
Year	**CCHS**	**State**	**CCHS**	**State**	**CCHS**	**State**	**CCHS**	**State**	**CCHS**	**State**
2012	16.1	18.4	17.5	18.8	17.2	19	17.5	19.1	17.2	19
2013	17.6	18.4	18	18.9	18.6	19.4	18.4	19.5	18.3	19.2
2014	16.9	18.7	17.3	19.2	18.1	19.6	18.1	19.6	17.7	19.4
2015	16.5	19.0	17.1	18.9	17.2	19.8	17.0	19.3	17.1	19.4
2016	**16.6**	19.0	**16.8**	19.0	**17.6**	19.9	**18.0**	19.8	**17.4**	19.5
Change from 2015	**+.1**	**0.0**	**- . 3**	**+ . 1**	**+ .4**	**+ . 1**	**+ 1.0**	**+ . 5**	**+ . 3**	**+ . 1**

College Readiness Benchmarks

When reviewing the five year trend data for the percentage of students who met college readiness benchmarks, the following are apparent: CCHS remains far behind the state averages in English, Math, Reading, and Science for the past five years. While there have been some gains in the past five years, CCHS has not met or exceeded the average state percentage of students who met college readiness benchmarks. The latest data from SY 2016 indicate that CCHS has lost further ground in English and mathematics, but saw a (+2) percentage of students who met benchmark in the area of reading. (Figure 10)

FIGURE 10

Five Year Trends - Percent of Students Who Met College Readiness Benchmarks						
Percent Who Met Benchmarks						
	English		**Mathematics**		**Reading**	
Year	**CCHS**	**State**	**CCHS**	**State**	**CCHS**	**State**
2012	38	52	16	26	23	38
2013	52	54	20	27	33	40
2014	47	56	14	29	24	33
2015	40	56	21	39	29	48
2016	**38**	**55**	**18**	**40**	**31**	**50**
Change from 2015	**- 2**	**- 1**	**- 3**	**+ 1**	**+ 2**	**+ 2**

CCR Data and Narrative

Based on 2015 year end data, approximately 59.1% of students were **college ready**. Systems have been established to increase the number of college ready students through early identification of struggling seniors, increasing the intensity of interventions, and using benchmark assessments to determine readiness of students to be assessed again for college readiness. The current projection for 2016-17 college career ready is 63.7%.

Based on 2015 year end data, 5.73% of students were **career ready**.   Systems need to be refined in order to increase the number of students identified as career ready through improving counseling and advising efforts to inform students of CTE Career Pathway opportunities and by improving effectiveness in counseling students to attempt a CTE completer path. Current projections for the 2016-17 career readiness rate is 2.17%.

Based on 2015 year end data, approximately 64.83% of students were **college AND career ready**. These students earned an additional 33.97 points toward the CCR rating for the school. With bonus, the school had a CCR rate of 83.02%. Current projections for the 2016-17 college AND career ready are at 82.79 with additional students meeting benchmarks each day.

2015-16 CCR Rate Improvement Strategies

Christian County High School had 78.1% of seniors graduating **College and Career** Ready in 2015-16 as measured by the ACT, COMPASS, ASVAB, KYOTE, KOSSA Certification and other job readiness certifications. CCHS has set a CCR goal of 85% for the 16-17 school year and internal school monitoring is currently at 82.79% and it is anticipated that the school will meet this goal. CCHS is setting the CCR goal for 2016-17 for 87%. This will be accomplished through early identification of struggling seniors, increasing the intensity of interventions for students as freshmen and sophomores, and using benchmark assessments to determine readiness of students to be assessed again for college readiness. Strategies include:

- Continue to track students and data, coach CCR Transition teachers, and coach students to become college and career ready.
- Continuing to build teacher knowledge of learning required of students on CCR assessments.
- Increasing instructional rigor throughout the school to raise student achievement through curriculum alignment and implementation of strategies for student engagement. This work will be accomplished through highly effective PLC teams under the leadership of the school principal.
- Developing a stronger collaborative structure between the CCHS Staff and CTE staff in an effort to get more students to career ready status.
- Collaborating more closely with CTE staff housed at Gateway Academy to Innovation and Technology
- Continuing to educate CTE teachers in our building on the standards.
- Provide reading and math intervention at the freshmen and sophomore level to reduce the number of students requiring intervention as seniors
- Identifying struggling seniors early and increasing the intensity of interventions
- Using benchmark assessments monthly to determine readiness of students in CCR intervention to be assessed again for college readiness.

Much work remains in the accountability areas of Achievement, Growth and Gap - particularly with the reduction of students scoring novice. While achievement improved last year, the scores have not kept pace with CCR and Graduation Rate. EOC, PLAN and ACT scores have been up and down over the last three years. Academic Growth in math and reading has decreased. Over the last three years the achievement gap in all content areas except writing and language has decreased. Data to support instructional and CCR efforts is thoroughly analyzed each year and clearly communicated in several venues. Longitudinal data is receiving more emphasis to assist in making continuous improvement.

Effective instructional practice across all classrooms is the most pressing opportunity for improvement at CCHS. Student performance data shows declines in some content areas and inconsistent results longitudinally over the last three years. There has been a high teacher turnover rate which has led to inconsistency of instructional practice across the school. Teachers and school leadership feel a need for more consistency in grading and reporting. Teachers also express that they believe PLCs, Focused Planning, and

Small Group PD are offering opportunities to learn how to become a more effective teacher. District instructional coaches support the small group professional learning along with the school leadership. Systems are being implemented to provide continuous improvement in teaching and learning and need to continue to become embedded as part of the school culture. Through data analysis, the principal is conveying to teachers that the ultimate success of CCHS lies in the academic measures of the accountability system.

Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, suspension, and retention rates. Address dropout and graduation rates, if applicable.

Christian County is a large, diverse geographic area and is home to Fort Campbell, Kentucky. According to the US Census Bureau, Christian County is home to 74, 250 residents. The median income in Christian County is $38,904 which is below the state median household income of $43,036. This contributes to the high number of free and reduced lunch students at CCHS. In Eric Jensen's 2009 book titled *Teaching with Poverty in Mind*, he draws from research to demonstrate how exposure to poverty can result in detrimental changes to the brain and how the brain's very ability to adapt from experience can mean that children from poverty can also experience emotional, social, and academic success.

High transition rates also affect CCHS. While many students live within walking distance, others will ride a bus some twenty to twenty-five miles away near the Fort Campbell area to attend school at CCHS. Fort Campbell, Kentucky, United States Army installation, is an integral part of the Christian County community. This and poverty both contribute to the high rates of mobility of Christian County students.

Christian County High School is located Christian County, Kentucky and has operated on its original site for over forty years. The school is literally located next to Hopkinsville Community College, and as result, several of our students take dual credit courses and commute between the two campuses. Christian County High School is comprised of approximately 1,200 students. The student body is collectively made up of approximately 54% Caucasian students and 37% African American students. In addition, there is 4% Hispanic/Latino and 4% Asian percentage. Two percent of the student population qualify for LEP services and 11% qualify for special education services . The student body at CCHS is made up, almost exclusively, nearby middle schools, one of which closed at the end of the 2014-2015 school year. A very small number of students attended one other district middle school as well as three private schools within the county. Approximately, seventy percent of the students at CCHS qualify for free or reduced lunch.

In 2015-16, the district marked the first time in over twenty-two years that the district has rezoned. While there were immediate changes in many of the elementary schools, many of the high school students will have the option to remain in their current high school until the completion of their high school career. So while students are "zoned" for either one of two high schools, with the current rezoning and prior school of choice which has existed in the past, Christian County High School students come from all parts of the city of Hopkinsville as well as large parts of the county.

According to a 2012 report by John Hopkins University *The Importance of Being in School: A Report on*

Absenteeism in the Nation's Public Schools, students generally miss school for a variety of reasons, but by and large they fall into three broad categories. 1) Circumstances or obligations compel them to be somewhere else during the school day. 2) Some students are actively avoiding interactions or events in school, or on the way to or from school, or 3) Some students (or their parent/guardians) decide they would prefer to be elsewhere or they do not make the effort required to go to school.

When looking at the 2015-2016 attendance data based on the percentage of total membership for CCHS from the school report card indicates that it lagged behind the district (95.1) and was also lower than the state (94.5) at 92.8%. Digging back into the data for to 2013-2014 and 2014-2015 reveals the same pattern where CCHS lags behind the district and the state in attendance with the only exception being (+ .1) over the state average in 2013-2014.

FIGURE 12

ATTENDANCE	CCHS	DISTRICT	STATE
2013-2014	94.7	95.4	94.6
2014-2015	93.7	95.1	94.5
2015-2016	92.8	95.12	94.5

When looking at the most recent student attendance data, Senior attendance increased 10.71% in the last quarter of SY 15-16 school year. Third quarter data taken in the middle of March 2016 displays the largest increase of absences across the board. The only group failing to rebound from the slide of absences was the Sophomore class with an additional decrease of 2.08%. June 2016 fourth quarter data charts a 7.77% higher average for overall attendance than the 2015 June baseline data had recorded.

FIGURE 13

Student Attendance	June 2015 Baseline		October 2015		December 2015		March 2016		June 2016	
	Class Count	Percent Present	Class Count	Percent Present	Class Count	Percent Present	Class Count	Percent Present	Class Count	Percent Present
Freshman Class 9th Grade	349	88.54	349	94.83	336	94.01	329	89.74	327	95.34
Sophomore Class 10th Grade	359	86.91	298	93.96	299	93.73	285	89.58	283	87.50
Junior Class 11th Grade	283	81.45	293	92.22	285	93.03	281	88.76	284	89.61
Senior Class 12th Grade	286	78.85	260	93.09	261	92.80	257	85.80	252	96.51
Total Student Attendance	1277	84.41	1200	93.63	1181	93.46	1152	88.58	1146	92.18
		Percent Present		Percent Present		Percent Present		Percent Present		Percent Present

Teacher Attendance	96%	94%	98%	96%	96%
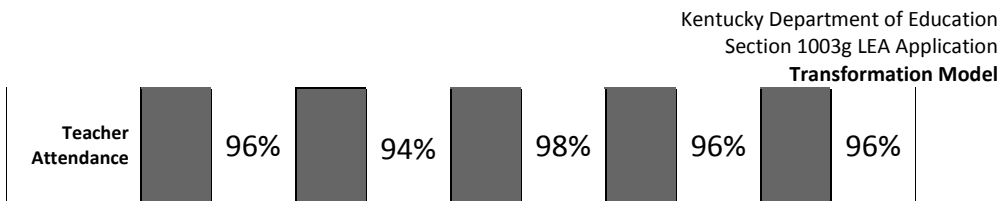
Walkthroughs using the Effective Learning Environments Observation Tool (eleot™) instrument occur by school administration and district staff throughout the course of the year. During a two-day KDE Progress Monitoring Visit in December of 2016, an external team measured the extent to which learners are in an environment that is equitable, cognitively-engaging, supportive, and well-managed. Scores from the diagnostic review ranged from 2.5 on a 4 point scale for the Well-Managed Learning and Supportive Learning Environments to a rating of 1.4 on a 4 point scale for the Digital Learning Environment. According to the rating scale: 4=very evident; 3=evident; 2=somewhat evident; and 1=not observed.   Local observations showed a range of 2.52 for the Supportive Learning Environment to a 1.37 in Digital Learning. The scores in Progress Monitoring, Active Learning, and High Expectations indicate the need for continued growth that will be supported in the PLC structure currently being used. Eleot data corresponds to the findings in the diagnostic review regarding the instructional model and student engagement.

Section III: Summary

240 Completed Observations, Average Score: 2.23

Category	Score
A. Equitable Learning	2.21
B. High Expectations	2.27
C. Supportive Learning	2.52
D. Active Learning	2.25
E. Progress Monitoring	2.16
F. Well-Managed Learning	2.53
G. Digital Learning	1.37
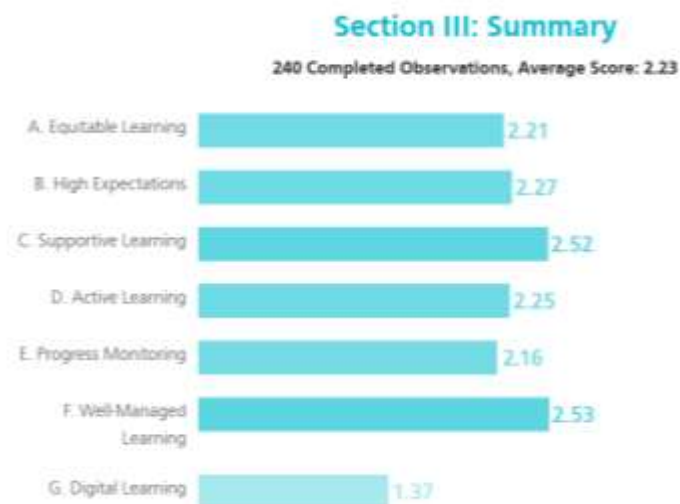
FIGURE 15

<u>Graduation Rate</u>

The Graduation Rate delivery targets provide schools and districts with the annual progress needed to meet their 2014-2015 Graduation Rate delivery goals.

2013-2014	2014-2015	2015-2016

	School	District	State	School	District	State	School	District	State
Delivery Target	89.9	83.2	87.4	90.9	85.0	88.7	89.1	86.5	89.6
Actual Score	86.9	83.6	87.5	90.2	87.9	88.0	97.0	92.2	88.6
Met Target	NO	YES	YES	NO	YES	NO	YES	YES	NO

FIGURE 16

RETENTION	CCHS	STATE
2013-2014	5.6	2.1
2014-2015	6.5	1.8
2015-2016	4.5	1.5

The most recent available data from the School Report card also indicates that the Retention rate was 5.6% which is higher than both the district (2.5%) and the state (2.1%). The dropout rate was lower for CCHS than both the district (2.4%) and state (1.7%) at 0.9%. Based on tracking of internal data for the past school year, it is projected that the graduation rate will be down 3.5 points and the dropout rate is projected to increase significantly. However, official data is not available at this time. (Figure 16) (Figure 17)

FIGURE 17

DROPOUT	CCHS	STATE
2013-2014	0.9	1.7
2014-2015	1.0	1.5
2015-2016	1.2	1.5

Christian County High School's retention rate has been higher than the state for the past three years. (Figure 16). The dropout rate has been lower than the state for the past two years. This is due in part to the partnership between the high school and the Twenty-First Century Academy which provides a non-

traditional, voluntary alternative pathway to graduation. (Figure 17)

Behavior

CCPS and CCHS implement Positive Behavior Intervention and Supports. The implementation of PBIS and consequences for behavior infractions correlate directly with the CCPS Code of Acceptable Behaviors (CCPS). The district provides training to all schools, administrators and staff, relating to implementing these components with fidelity in each school. In addition to the these trainings, the District Discipline Administrator conducts two discipline audits, one in each semester, to ensure that the CODE is being followed at the school level. Feedback is provided to the principal each time, and principal, in turn, are required to submit a follow-up action plan to the DDA. The DDA also requires schools to complete monthly discipline reports breaking down the numbers for different ethnic groups as it pertains to the consequences of ICE, Suspension, Alternative Placement, and Student Arrests.

In 2015-16, a new leadership team was put into place at CCHS. In the previous school year, the principal left the school in January. PBIS and the CODE were not implemented appropriately. This became a priority of the new administration. Because the previous administration had not followed the behavior consequences matrix provided in the CODE, the data for ICE and Suspensions from the 2014-15 school year is misleading. In addition to not following the CODE, there were more than 200 student office referrals not processed. The data provided shows an increase in the number of students being placed in ICE during the 2015-16 school year and a decrease in the number of students receiving suspensions. It is important to note that during 2015-16 school year the district implemented the SOS (Save Our Students) program. The program is an alternative to suspending students for certain behaviors such as profanity toward staff, threatening/harassing teachers or students, and fighting. Students placed in SOS are calculated in the ICE numbers therefore increasing the ICE total and decreasing the suspension total.

Reducing the number of students receiving multiple referrals, days in ICE, or days suspended is a priority of the new administration. Midway through the 2015-16 school year, the school implemented the ICU (Intensive Care Unit) program. This program has multiple components, including working with students to improve attendance and ensuring that every student completes every assignment, but there is also a behavior component. Normally the ICU team works with 45-50 at-risk students who have received multiple office referral or days of ICE/Suspension. ICU workers goal set with these students, check in on them weekly, and as much as possible, work with them to eliminate barriers that keep them from meeting school expectations.

FIGURE 18

ICE/August-End of School Year 2014

AA/1	AA/+1	Cauc/1	Cauc/+1	Hispanic/Latino	Two or more races	Total Students:
67	207	80	135	14	11	514

ICE/August-End of School Year 2015						
AA/1	AA/+1	Cauc/1	Cauc/+1	Hispanic/Latino	Two or more races	Total Students:
60	68	54	21	4	8	215

ICE/August-End of School Year 2016						
AA/1	AA/+1	Cauc/1	Cauc/+1	Hispanic/Latino	Two or more races	Total Students:
54	97	57	79	9	18	314

Suspension/August-End of School Year 2014						
AA/1	AA/+1	Cauc/1	Cauc/+1	Hispanic/Latino	Two or more races	Total Students:
40	15	37	5	1	2	100

Suspension/August- End of School Year 2015						
AA/1	AA/+1	Cauc/1	Cauc/+1	Hispanic/Latino	Two or more races	Total Students:
68	31	30	8	1	3	141

Suspension/August-End of School Year 2016						
AA/1	AA/+1	Cauc/1	Cauc/+1	Hispanic/Latino	Two or more races	Total Students:
25	23	23	17	2	5	95

In the 2011 administration of the Kentucky TELL survey, only 34 of the 105 certified teachers responded (32.38%) and was not enough to generate a report. During the 2013 and 2015 administration of the survey, there was a dramatic increase in the response rates of over 95% in both years. In this past spring administration of 2017 of the Kentucky Tell Survey, CCHS had a response rate of 100%. Data from the 2017 administration of the TELL Survey was not available at the time of this writing.

When comparing the most recent TELL survey results to those in 2013 there are some positive things to note. There was an increase in teachers who felt strongly that class sizes are reasonable, that teachers have time to

collaborate with colleagues, there were minimal interruptions, and that there was sufficient instructional time. (Figure 19). The Tell Survey has been administered at CCHS for the 2016-2017 school year. Results from this new administration are not yet available. Those results will be used to identify areas of need and will be a part of the work in the school's improvement plan.

FIGURE 19

Please rate how strongly you agree or disagree with the following statements about the use of time in your school.	2015	2013
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	77.2%	65.4%
Teachers have time available to collaborate with colleagues.	86.1%	69.1%
Teachers are allowed to focus on educating students with minimal interruptions	65.8%	59.0%
The non-instructional time provided for teachers in my school is sufficient.	57.1%	58.2%
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	49.40%	83.5%
Teachers have sufficient instructional time to meet the needs of all students.	80.8%	67.5%
Teachers are protected from duties that interfere with their essential role of educating students.	61.5%	75.9%

There were areas where the survey indicated teachers did not feel as strongly as they had in 2013. There was a slight decrease in the percentage of teachers who strongly agreed with the statement that there was sufficient non-instructional time provided. There was also a decrease in teachers agreeing with the statement that they felt protected from duties that interfere with their essential role of educating students. A more dramatic decrease is noted in a decline from 83.5% to 49.40% in the response to efforts made to minimize the amount of routine paperwork teachers are required to do.

Prior administration had not fully engaged the teaching staff in the Diagnostic Review process during the 2013 TELL survey administration. The teaching staff was more engaged in the Diagnostic Review process during the 2015 TELL survey administration and also during the Diagnostic Review - 2 day Progress Monitoring visit in December of 2016. Many more monitoring systems had been put into place such as lesson plan submission, review, and feedback; grading requirement monitoring; learning targets monitoring that may have led to the decline in those responses.

In most areas related to facilities, teacher's ratings were higher than in 2013. The exceptions were in the area of access to instructional technology, access to office equipment, and the school environment being

clean and well maintained. This summer the school was thoroughly cleaned and refreshed in many areas with new paint. The teacher workroom areas will be examined to determine if equipment needs to be replaced. (Figure 20)

FIGURE 20

Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.	2015	2013
Teachers have sufficient access to appropriate instructional materials.	62.0%	N/A
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	58.2%	63.9%
Teachers have sufficient support to use effectively the state-approved electronic platform (i.e., CIITS, EDS).	82.1%	N/A
Teachers have access to reliable communication technology, including phones, faxes and email.	93.7%	75.6%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	54.4%	62.7%
Teachers have sufficient access to a broad range of professional support personnel.	87.2%	76.8%
The school environment is clean and well maintained.	74.7%	81.7%
Teachers have adequate space to work productively.	89.7%	81.9%
The physical environment of classrooms in this school supports teaching and learning.	82.1%	78.3%
The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	60.8%	55.4%

The remaining area of the TELL survey shows the most significant decline in all areas related to community support and involvement in the school.

FIGURE 21

Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.	2015	2013
Parents/guardians are influential decision makers in this school.	34.2%	55.6%
This school maintains clear, two-way communication with the community.	81.6%	85.9%
This school does a good job of encouraging parent/guardian involvement.	74.7%	88.6%
Teachers provide parents/guardians with useful information about student learning.	83.3%	93.9%
Parents/guardians know what is going on in this school.	57.7%	76.5%
Parents/guardians support teachers, contributing to their success with students.	34.6%	56.8%
Community members support teachers, contributing to their success with students.	67.1%	76.9%
The community we serve is supportive of this school.	52.6%	N/A

Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.

There are many identified and contributing factors with academic and non-academic data that caused the lower achievement levels and significant performance gaps. Here are the major factors per the data, from observational data, and based on past experiences from the principals and leadership staff:

- Capacity of Staff (or lack thereof) as a result of staff turnover, inexperience, and lack of proper training and support is one of the most important and prevalent reasons for the lower academic data.
- Student engagement in rigorous, authentic learning experiences

- The PLC process was established in July 2015, but it is still in its infancy. We are in the beginning stages of building congruent, rigorous, and relevant curriculum utilized by all certified teachers. Before 2015, there was no curriculum-standardized document utilized by the CCHS certified staff.
- Support, development, and retention of the most qualified and effective certified teachers.
- Comprehensive and Data Driven Plan for School Wide Discipline based upon District Policies, PBIS, and doing what is best for all students at CCHS.
- We have developed a school-wide purpose statement that is supported by school core values and belief statements and the students are beginning to buy into our purpose statement.
- Continuous Data Monitoring and adjusting instruction based upon data and prior academic benchmarks and assessments

Summarize the most recent Diagnostic Review results. Based on the results, identify the literacy and math resources and related supports that are needed based on the audit.

The December 2016 Standard 3 Diagnostic Review performed by the KDE determined the following:

- **Two Improvement Priorities were created. (3.3 - 3.6)**
- **3.3 - Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. Team Rating (Level 2)** *Teachers sometimes use instructional strategies that require student collaboration, self- reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.*
- **3.6 - Teachers implement the school's instructional process in support of student learning. Team Rating (Level 2)** *Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.*

Conclusions of Diagnostic Review

- Stakeholder interviews indicate that the teachers and staff genuinely care about their students and are concerned about the school's climate for learning as well as student performance. Interviews also suggest that the Leadership Team and most teachers strive to build positive, personal relationships with students and parents.
- Stakeholder interviews and surveys indicate that there is a clear distinction between the roles and responsibilities of the governing body and school administration.
- The percentage of students scoring at the proficient/distinguished level increased in all content areas except language mechanics.
- CCHS met its AMO, participation rate goal, and graduation goal for 2015-16. The actual school score for graduation rate exceeded the state average. However, CCHS did not meet AMO in 2014-15.

- 2015-16 test data reveals a decrease in the number of students meeting benchmark in English and math.
- Although CCHS met both their College and Career Readiness and Graduation Rate Delivery targets, the actual school CCR score is below the state average.
- Stakeholder survey feedback displays the following:

Plus

- o One-hundred percent of staff members agree/strongly agree with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school."
- o Ninety-nine percent of staff members agree/strongly agree with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision making."
- o Ninety-nine percent of staff members agree/strongly agree with the statement, "Our school's leaders hold all staff members accountable for student learning."
- o Ninety-seven percent of staff members agree/strongly agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
- o Ninety-six percent of staff members agree/strongly agree with the statement, "Our school uses data to monitor student readiness and success at the next level."
- o Eighty-two percent of parents agree/strongly agree with the statement, "My child knows the expectations for learning in all classes.

Delta

- Sixty-eight percent of staff members agree/strongly agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
- Fifty-two percent of students agree/strongly agree with the statement, "My school prepares me to deal with issues I may face in the future."
- Fifty-six percent of students agree/strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
- Forty-five percent of students agree/strongly agree with the statement, "All of my teachers keep my family informed of my academic progress."
- Forty percent of students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."
- Fifty-five percent of parents agree/strongly agree with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."
- Fifty-seven percent of parents agree/strongly agree with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded."

- Although K-PREP and End-of-Course (EOC) areas (except language mechanics) show improvement from 2014-15 to 2015-16 in the percentages of students scoring at proficient/distinguished levels, only Algebra II and writing were above the state average in the percentages of students scoring at proficient/distinguished levels on EOC/K-PREP assessed areas.
- Proficiency Delivery targets were not met in assessed content areas with social studies as the exception. No Gap Delivery targets were met in assessed content areas with social studies as the

exception, and Science has the lowest score among the Proficiency and Gap Delivery targets.

- There is also evidence indicating that administrators have created an instructional monitoring process (e.g., walkthroughs, lesson plan reviews). However, the degree to which this process is being regularly or consistently implemented is not clear.
- Lesson plans, interviews, and walkthrough data indicate there is little or no student collaboration or opportunities for students to self-reflect and/or develop critical thinking skills through highly effective instructional strategies and high-level questioning.
- Artifacts and interviews indicate teachers are receiving ongoing professional development. However, the intentional use of varied instructional strategies to provide personalized individual interventions to address the learning needs of all students was not observed.
- Meeting agendas and minutes, survey data, interviews, and observations indicate that a Professional Learning Community framework has been established at the school. Teachers regularly participate in collaborative planning or a PLC process which is intended to improve instruction and teacher effectiveness.
- Many educational programs are well supported by resources designed to positively impact student achievement (e.g., iPads, laptop carts, Read 180, System 44, ALEKS), as well as data analysis resources such as GradeCam.
- School interviews, stakeholder surveys, and artifact reviews demonstrate that the school has taken various steps to address findings from a school Safety Assessment conducted in October, 2014 by the Kentucky Center for School Safety.
- Although Christian County High School leadership and staff report improvements in the school culture over the last three years, evidence suggests that minimum improvements have occurred since the last Diagnostic Review conducted two years ago.
- The school's vision/mission statement, "Empowering Adults to Develop Students," was not known by all stakeholder groups and was interpreted differently by the various groups interviewed. Interviews did not reveal that stakeholder groups were aware or understood the school's stated values and beliefs related to teaching and learning.
- Stakeholder interviews and artifact review also indicated that the school's purpose statement does not reflect high expectations for student achievement and does not express a clear commitment to high expectations for all students. The existence of a statement of purpose and direction that serves to unite the faculty and school community in improving student success and school effectiveness is not apparent.
- No evidence was provided to indicate the existence of a transparent process to evaluate the effectiveness of improvement planning initiatives, such as through the Advisory Council. The extent to which the improvement planning process has been implemented through an inclusive and collaborative process is not apparent.
- While Christian County High School has been identified as a "full implementation" school for the Professional Growth and Effectiveness System (PGES), there is limited evidence that PGES is implemented with fidelity, as well as limited evidence that PGES is resulting in improved student achievement. Supervision, evaluation, and monitoring processes appear to be implemented for compliance purposes.
- There is evidence to suggest that the school's monitoring, supervision, and evaluation processes have favorably impacted student performance or instructional effectiveness.
- Evidence was provided to indicate that CCHS collects student achievement data from a variety of

sources. That data is organized, communicated, analyzed, and used to drive improvement (i.e., modify curriculum, instruction and assessment practices, improvement planning initiatives, school policies, etc.). Data is disaggregated and discussed regularly as a part of the PLC process.
- Classroom observations, stakeholder interviews, stakeholder surveys, and a review of documentation indicate that the school has established effective, results-driven continuous improvement planning processes.

Literacy and Math resources needed
- Professional learning time outside the school day to complete the development of curriculum documents and lesson planning.
- Training for staff on *High Impact Instruction*
- Training for staff on *Classroom Strategies for Interactive Learning*
- Training for staff on *Classroom Assessment for Student Learning (CASL)*
- ~~\A School Improvement Coach/Grant Coordinator to oversee the curriculum and instructional work~~
- A ~~literacy coach and a math coach~~curriculum coach to work with literacy and math teachers in classrooms on increasing student engagement and increasing rigor of instruction
- Technology hardware for student use and training for staff on engaging students through that technology
- Reading and math intervention teachers at the Freshmen and sophomore levels to reduce the number of students not meeting benchmark and requiring intervention
- Math 180 software for struggling Algebra 1 students
- A reward system for student behavior and achievement

Describe the process used to select the Transformation Model to meet the improvement needs of the school.

The transformation model was recommended by the Leadership Audit Team during the initial school improvement phase in 2011. The school has continued to operate under the transformation model during the intervening years.

The other options were not feasible for Christian County High School. As a district with only two high schools, it would not have been practicable to close CCHS and enroll them in another school. Kentucky law did not provide for closing and re-opening as a charter school, and it was also not practicable to replace no more than 50% of the staff given the shortage in certain certification areas. The transformation model was chosen because it provided greater operational flexibility and support for the school through an implementation of rigorous staff evaluation, comprehensive instructional reform, a focus on increasing instructional time and community-oriented school strategies.

Transformation Model Required Activities
 Please Note: You may only type in the gray areas.

Describe the process to replace the principal and select a new one. Documentation

must be submitted verifying the hire date for the new principal.

In January of 2015, the sitting principal resigned. Due to the lack of high quality applicants available mid-year, an interim principal was appointed by the superintendent. The interim principal and leadership team participated in the full Diagnostic Review in the spring of 2015.   As there was no sitting principal at that time, the Diagnostic Review was team was unable to determine leadership capacity and there was no principal to remove. In March the position was posted.

The SBDM Council had been removed by the Commissioner of Education as part of the previous transformation process. The school has an Advisory Board and by-laws and is overseen by the district. The superintendent met with students, community members, faculty and staff, and Advisory Council to seek input during the selection process for the new principal.

In the spring of 2015, the superintendent selected a new principal, Mr. Chris Bentzel, who had experience in the school improvement process. He had led his two previous schools from being low performing into proficiency. Mr. Bentzel continues to serve as CCHS's principal.

Identify the ways the principal will have flexibility in school operations (e.g., staffing, calendars/time, and budgeting) throughout the implementation of this plan to substantially improve student achievement in literacy and math.

Under the District's Support Plan for Christian County High School, additional staffing has been provide to the school for this area. The District has provided an additional certified staff member to assist with College/Career Readiness. As a new principal coming into the school for the 2015-16, the District worked collaboratively with the incoming principal to make determinations on staffing, including the non-retention of ineffective teachers. The Superintendent transferred, upon Principal request, certified teachers from core areas with demonstrated effectiveness using the Kentucky Teacher Professional Growth and Effectiveness System. We have seen an increase in teacher retention since the 2015-16 school year, as a result of the initial work to increase highly qualified staff in the building.

Christian County High School has flexibility in their base staffing allocation provided by the Christian County Board of Education. The Principal may choose to exchange two (2) allocated classified positions for (1) one certified position and vice versa. The District also allowed flexibility in the use of other school funds to fund a College and Career Readiness Coach for this year. The Principal has flexibility with the bell schedule in order to maximize instructional time and in the determination of eighteen (18) of the twenty-four (24) required professional development hours for all certified staff. Other flexibility provided in this area includes the District payment of stipends for reading and math teachers to work with KDE Content Specialists in developing a deeper understanding of content standards and pacing calendars over the summer. No limitation was placed on the number of teachers from the Priority School allowed to receive the stipends. The Principal has flexibility in selecting teachers to participate in LDC and MDC trainings. Social Studies and science teachers will be included in LDC training to provide additional training in embedded content appropriate literacy opportunities for students.

The principal will have the flexibility to establish a schedule that will include intervention reading and mathematics classes for struggling students. This year the principal is also providing an advisory period each day for students in an effort to engage students and promote social development, assist students in their academic programs, facilitate positive involvement among teachers, administrators and peers and also to provide adult advocacy and a positive climate in the school. The schedule will not be time bound in the sense that it will not require students to stay in the class for an entire year or semester.

The district supports the school's leadership by attending the school's Leadership Team meetings on a regular basis with a goal to facilitate communication between the school and district, maintain focus on student achievement outcomes, increase attendance, graduation, and reduction of behavior referrals.

Christian County High School also works collaboratively with two other district programs to provide CCHS students a wider variety of options. CCHS works collaboratively with the 21st Century Academy. The 21st Century Academy is a voluntary program for students who may need an alternative to a traditional high school setting in order to be successful. CCHS and the 21st Century Academy have worked together to successfully graduate students who might not have otherwise. Christian County High School also works collaboratively with the Gateway Academy to Innovation and Technology to provide students with additional Career Pathway options that are not available at the high school.

The principal also has the flexibility to establish how to schedule faculty meetings, small group meetings, focus planning meetings, and professional learning community meetings. At this time, the principal and his leadership team lead PLC meetings on Mondays during teacher planning times. Teachers participate in extended PLCs on Wednesday afternoons to continue the work they began on Monday. Faculty meetings and small group meetings are reserved for conducting more routine school business matters.

Describe how Kentucky's professional growth and effectiveness system will be used to offer a rigorous, transparent, and equitable evaluation system, resulting in necessary support structures for teachers and school leaders. Explain how each of the following components will be used in helping to assess the school staff's progress in meeting academic needs and goals:

Evaluation is a means of improving the educational productivity in the Christian County Public Schools. CCPS was part of the pilot for the Professional Growth and Effectiveness System (PGES) and has developed its current Certified Evaluation Plan by a 50/50 committee in accordance with board policy and state requirements.

The evaluation process is used to determine the effectiveness of an employee's performance, while providing encouragement and support for continued professional growth. The evaluation process shall include, but not be limited to: observations by a certified evaluator, a professional growth plan, self- reflection, through various means of gathering information. Evaluation is a method by which the stakeholders of Christian County can be assured of measures of accountability and the growth of effectiveness of school employees. A

common language and understanding of effective teaching is the foundation of this system. Kentucky has adopted the *Kentucky Framework for Teaching*, which is based on the work of Charlotte Danielson. The framework includes the following indicators of effective teaching in four domains of practice: planning and preparation, classroom environment, instruction and professional responsibilities.

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain. The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas. Evaluators must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence

- Professional Growth Planning is an individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

- Self-Reflection is the process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and

growth.

- Observations occur for tenured and non-tenured employees. Observations are comprised of the following types:

    o Mini Observation is an observation conducted by a certified observer for 20-30 minutes in length

    o Full observation is an observation conducted by a certified observer that is conducted for the length of a full class period or full lesson. A full observation must be announced.

In the summative cycle non-tenured teachers will receive two observations. The teacher will receive a mini and a full observation. Information will be compiled into the summative evaluation. Tenured teachers will receive a full observation during the summative year. The teacher will received mini observations during year one and two of the cycle. This is the minimum requirement for observations of all teachers and other professionals. At the primary evaluator's discretion, additional observations may be required. Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.

All components and other sources of evidence supporting an educator's professional practice will be completed and documented to inform the Overall Performance Category.

The observation process is one source of evidence to determine educator effectiveness that includes primary evaluator for each certified teacher and other professional. The primary evaluator observation provides documentation and feedback to measure the effectiveness of professional practice. Only the primary evaluator's observation will be used to inform a summative rating. Peer observation is used only for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. The rationale for observations is to encourage continued professional learning in teaching and learning through critical reflection.

The Professional Growth Plan (PGP) addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers identify explicit goals which drive the focus of professional growth activities, support, and on-going reflection. All teachers and other professionals shall participate in self-reflection and professional growth planning each year. PGP shall serve as a source of evidence for the summative evaluation.

Explain the process the school will use to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates. How does this align with Kentucky's professional growth and effectiveness system?

The school leadership will identify highly successful teachers and other staff who have increased student achievement and high school graduation through walkthroughs, observations, and the use of data. The district employs Tyler Pulse which is a data management system. By utilizing the data management system, school leadership will be able to identify highly successful staff members by examining both cognitive and non-cognitive data. Student progress will be monitored through analysis of data collected from SRI/SMI (incoming 9th grade intervention students), ACT Screeners for 9th, 10th, 11th grade (Cambridge) , District CASE Benchmarks for EOC classes, ACT, KOSSA, End of Course exams, common assessments, student attendance, teacher attendance, and behavior referrals.

 "The quality of employees will be directly proportional to the quality of life you maintain for them," is a quote from Charles E. Bryan and resonates with current educational research about building relationships with staff members and effecting positive change. Success needs to be acknowledged. Affirmation and recognition of teachers and staff can keep morale up and ultimately benefit student achievement. Rewards and acknowledgements may include, but would not be limited to the following:

- Recognition at faculty meetings
- Monthly teacher of the month recognition on our Google-Living Calendar
- Certificates
- Banners
- District e-Newsletter publication
- Press Releases
- Cards or notes
- Token recognition (classroom supplies)

Explain the procedures the school will use to remove school leaders, teachers and other staff who, after ample opportunities, as evidenced through Kentucky's professional growth and effectiveness system, have been provided for them to improve, have not done so.

The procedures for removing CCHS staff members who are ineffective will follow the PGES Model of Evaluation. First, if there is a situation that needs to be addressed by the Principal-it will be addressed in a timely manner and documented accordingly. The hope of the direct and intentional conversation is that the behavior or problem will immediately stop, if not the process will continue. The next step will be to hold a follow up meeting while issuing a local level of reprimand because the behavior/problem has continued. Observations, documentation, and follow-up meetings will continue until the problem is resolved. If necessary, the Administration team will follow the District's Evaluation Model for Corrective Actions and place the employee on a "Corrective Action Plan." The administration team will follow the guidelines and policies of the corrective action plan and will implement according to all requirements and timelines. School Officials will constantly and consistently communicate with district officials throughout the CAP and will ensure all steps and procedures are documented throughout the plan. The end state and final step will be to

meet and brief the District Superintendent and recommend the employee be dismissed in accordance with District Personnel Policies, if the behavior or problem is not corrected through the implementation of the plan and through specific, timely, and documented interventions. Throughout the CAP process the most important aspect of the removal procedures will be to consistently document the CAP and intervention plan of the teacher/staff member in question and constantly communicating the outcomes of the CAP with district officials.

Reduction in Salary and Responsibility

Salaries for teachers shall not be less than the preceding year unless such reduction is part of a uniform plan affecting all teachers in the entire District or unless there is a reduction of responsibilities.

Reduction of responsibility for teachers may be accompanied by a corresponding reduction in salary. Written notice that states the specific reason(s) for the reduction shall be furnished teachers no later than ninety (90) days before the first student attendance day of the school year or May 15, whichever occurs earlier.

Demotion

In accordance with statutory provisions, the demotion of certified personnel shall be made by the Superintendent, who at the first meeting following the actions, shall notify the Board of same. Such notification shall be recorded in Board minutes. No personnel action shall be effective prior to receipt of written notice of the action by the affected employee from the Superintendent.

Termination/Nonrenewal/Separation by Employee

Termination and nonrenewal of contracts shall be the responsibility of the Superintendent who, at the first meeting following the actions, shall notify the Board of same. Such notification shall be recorded in the Board minutes. No personnel action shall be effective prior to receipt of written notice of the action by the affected employee from the Superintendent.

CODE OF ETHICS

Employees who violate provisions of the Professional Code of Ethics for Kentucky School Certified Personnel may be subject to disciplinary action, up to and including termination.

TERMINATION

No contract shall be terminated except upon notification of the Board by the Superintendent. Prior to notification of the Board, the Superintendent shall furnish the teacher with a written statement specifying in detail the charge against the teacher.[1]

Termination of contracts of certified personnel shall be made in compliance with the requirements of KRS 161.790.

Personnel shall be discharged from service for legal cause, incompetence, cruelty, negligence, immorality, insubordination, or other sufficient cause set forth in state laws and regulations, and in the manner prescribed

by law, or when in the opinion of the Superintendent, the interest of the school district requires said removal, in keeping with the law.

ALTERNATIVES TO TERMINATION

As an alternative to termination, the Superintendent, upon notifying the Board and providing written notification to the teacher, may impose sanctions in accordance with KRS 161.790.

NONRENEWAL

The Principal/immediate supervisor shall provide the Superintendent with notice of recommended non-renewals by March 15. Nonrenewal of limited contracts of certified personnel shall be made no later than May 15 in compliance with the requirements of KRS 161.750.

SEPARATION BY EMPLOYEE

Certified employees seeking to resign or terminate contracts in force shall do so in compliance with KRS 161.780.

REPORTING

The Superintendent shall comply with the reporting requirements of KRS 161.120.

Describe job-embedded professional development, designed with staff input, that is aligned to the school's literacy and math improvement goals and curricula.

The most recent Diagnostic Review survey data from the fall 2016 indicates a discrepancy in perception between staff and students. The staff perceives that a high expectations environment exists at Christian County High School. For example, 97 percent of staff agree/strongly agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards. Eighty-nine percent of staff agree/strongly agree with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills." However, only 75 percent of students agree/strongly agree with the statement, "In my school, the principal and teachers have high expectations of me," and 64 percent of students agree/strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences."

Classroom observation data using the eleot instrument does not suggest that students are consistently exposed to learning environments which are appropriately challenging and rigorous. The High Expectations Environment received an overall rating of 2.27 on a 4 point scale. Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 34% of classrooms. Additionally, students were asked and responded to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) in 23% of classrooms.

The District, through the Curriculum Leadership Team monthly meeting, provides a systematic training plan for school leaders geared toward overall instructional improvement. The District has selected Jim Knight's research-based *High Impact Instruction* as its instructional model and continues to scale the implementation through a train-the-trainer model with school leadership teams. Previous work has focused around understanding the cognitive demand of standards, creating precise learning targets and student learning

maps, developing congruent formative assessments, analyzing teacher and student work samples, and increasing engagement through student activity in the classroom. In each session, models are provided for school leadership teams with the expectation for application within the PLC structure. In 2017-18, teams will continue monitoring student work samples around formative assessment to refine school implementation plans and begin their professional learning in the area of differentiated instruction.

Quarterly, the District brings all school leadership teams, including teacher leaders, together to "Deep Dive", a deep exploration of topics that guide school improvement and Novice reduction. In 2017-18, school teams will continue their learning around poverty's connection to brain based learning and differentiated instruction. Christian County High School has a 70% free/reduced lunch rate. Understanding the impact of poverty on students is of vital importance for teachers and staff.

In June 2015, a new administration and leadership team was hired.   Before that time, The Professional Learning Community (PLC) process at CCHS did not exist.   The new leadership team started training the staff on a 5 week PLC process and discussed implementation. Our PLCs are on Mondays during teacher planning times and then an additional PLC time after school on Wednesdays. These after-school (extended PLCs) are the vehicle to provide job-embedded professional development and the vehicle by which much of the work of school improvement will occur. Though our PLC process has been implemented at CCHS, it is still in its infancy. Grant funds will be utilized to provide teacher stipends for the afterschool PLC work. Embedded professional development will focus on:
- High Impact Instruction with a focus on formative assessments
- Common/Formative assessments (utilizing GradeCam)
- Instructional Processes-PLCs
- Classroom Assessment for Student Learning (CASL)
- Classroom Strategies for Interactive Learning
- PBIS
- Learning Targets
- Lesson Planning
- Student Engagement

CCHS has begun work in several areas under the umbrella of an intensified PLC process. Teachers of the same content/grade level classes meet weekly during their planning periods to improve instruction, assessment, and feedback to students. Additionally, in the summer of 2015, our district collaborated with all of the high school teachers to rewrite the pacing guides and units in all subject areas. This district led collaboration allowed our teachers to create rigorous pacing guides and units that each high school would use with fidelity. The PLC teams are following a protocol very similar to PDSA, except the district has substituted "Check" for "Study," because that is felt to be a more accurate word to describe the work of analyzing data. Administrators, a Curriculum Coach, and ER staff meet with PLC teams in the curriculum office to assist and monitor the process.   Each PLC is assigned an administrator and the curriculum coach is there to facilitate and assist. Teachers are required to turn in lesson plans for the week to administrators each Monday. Teachers are encouraged to plan their lessons together during PLC meetings. Administrators and the curriculum coach review the lesson plans and give feedback to teachers as soon as possible. Teachers are also creating common assessments in their teams. The extended PLC sessions that are held on Wednesday afternoons allow teachers to delve deeper into the necessary work that must be done. This extended PLC

work is imperative to the instructional process because it allow the teachers to have the time that is needed to share ideas and develop instructional strategies to be used within the classroom.

Our PLC teams are analyzing classroom data and making instructional adjustments based on that data. They are beginning to understand how GradeCam can be an asset to helping them sort their data to make needed instructional decisions. The district is using the eleot data instrument to complete classroom observations. According to the eleot data, our classroom learning environment is not challenging or rigorous. Also, the eleot data suggests that student engagement and higher level questioning is extremely low. The administrators and curriculum coach have committed to perform five observations per week to monitor high expectations, active learning, and monitor the overall learning in the classrooms.

Embedded instructional professional learning occurs monthly in small group meetings during planning periods. These small group meetings are in addition to PLC meetings. Improvement of instruction is addressed in large groups through PD days, Growth Days, the New Teacher Academy, and faculty meetings. Professional development topics for CCHS have included TPGES, High Impact Instruction, Effective Instruction, PBIS, and Professional Learning Communities.

Effective Instructional strategies are taught in small group meetings during planning periods once a month. Topics for small groups have included TPGES and the Danielson Framework, High Impact Instruction (Learning Maps, Guiding Questions, & formative assessments), understanding the eleot, PBIS, learning targets, and Improvement Priorities. Teachers receive individualized assistance through individualized eleot walkthrough feedback, lesson plan feedback, data conversations, and TPGES conferences. Administrators are emphasizing effective instruction and classroom management through each of these activities.

Improvement of student engagement with effective instructional strategies is a major effort at CCHS. Much like effective teaching of students, professional learning is addressed using a three-pronged approach. Large group professional development, small group embedded professional development, and individualized assistance forms the three prongs of the work. Each summer beginning in 2015, we devote time to our PLCs. This PLC refinement is part of the effort to continually improve the teaching/learning process at CCHS. Effective Instructional strategies are taught in small group meetings once a month during planning periods. Topics for small groups have included TPGES and the Danielson Framework, High Impact Instruction (Learning Maps, Guiding Questions, & formative assessments), understanding the eleot, PBIS, learning targets, and Improvement Priorities. Planning period PLC meetings each week are opportunities to share effective instructional strategies between teachers of similar subjects/grade levels. PLC work includes cooperative planning, reviewing pacing guides, updating unit plans, developing common assessments, implementing new instructional strategies, looking at assessment data, and making instructional changes based on the data.

Teachers receive individualized assistance through eleot coaching feedback, lesson plan feedback, and TPGES conferences. Administrators are emphasizing effective instruction and classroom management through each of these activities. Each teacher meets with an administrator, the curriculum coach, or a member of the ER staff once each month to discuss strategies to increase student engagement. Some teachers who have been identified as struggling with classroom management or engagement meet twice or more monthly for more intensive planning assistance. The curriculum coach is working with the department heads to build capacity

in them for the future. A protocol document paralleling the lesson plan template is used to coach teachers in lesson planning. Feedback on the eleot observation is emailed to the teachers upon completion of the walkthrough. The teacher receives more detailed feedback when the administrator, the curriculum coach, or ER staff meets with the teacher. In order to provide timely feedback, the teachers are met with within forty-eight hours of the eleot observation. Weekly lesson plans are collected each Monday, and administrators or the curriculum coach provide feedback on plans with an emphasis on student engagement. With its emphasis on instruction and classroom environment, the TPGES observation and conference framework is a very important tool for improving instruction. Administrators follow the district evaluation plan and have developed their own timeline for completing teacher evaluation activities in a timely manner.

CCHS recognizes the need for intervention in math and literacy. READ 180 and System 44 have been implemented at the freshmen level to provide students who are more than two years behind grade level in reading. The district screens exiting 8th graders with the Scholastic Reading Inventory (SRI) and Scholastic Phonics Inventory (SPI). This data is provided to CCHS and appropriate schedules are developed to allow students to continue with their reading interventions in high school or to begin them if necessary. A teacher is dedicated to reading intervention at the freshmen level. Next year, we will be adding an intervention class for those sophomore students that did not exit READ 180 as freshmen.   We will need to order materials for this intervention classroom. Additionally, CCHS has identified four (4) ninth grade teachers to participate in the Kentucky Literacy Intervention Project Pilot (KLIP) for the upcoming school year. The team is composed of a school administrator, district administrator, English teacher, special education teacher, and content teacher. Training is scheduled for July of 2017 with implementation set for the 2017-18 school year.   The district has also screened exiting 8th graders with the Math Inventory (MI) and provided that information to the high school. CCHS has utilized ALEKS as a math intervention for freshmen students with a teacher dedicated to freshmen math intervention. After reviewing the results of the ALEKS intervention, Math 180 will be implemented at the freshmen level in the fall of 2017. In addition, we will be adding an intervention class for those sophomore students that did not exit ALEKS as freshmen.   Those students will be in Math 180 next year as well. We will need to purchase Math 180 materials for our intervention students.

CCHS will continue to train on High Impact Instruction professional development with a specific focus on formative assessments that will impact student learning, KCAS Standards with High School Algebra and Function, and high school geometry. These strategies and tools will help teachers assist students to improve their math academic achievement. CCHS math teachers will also have the option to attend the Math Academy, which occurs six (6) times throughout the school year to continue their growth in content-specific practice. CCHS will continue to partner with READ 180/SYSTEM 44 to continue to provide reading intervention to students so that they may be successful in literacy. Grant funds will provide necessary training and provide substitutes which will allow teachers to attend the necessary trainings. Next year, CCHS will begin their partnership with MATH 180 to provide interventions for our struggling freshmen and sophomore students. Grant funds will help us to provide training for our intervention teachers and to purchase additional MATH 180 materials for our students.

CCHS will participate with other district schools in embedding literacy practices into other content areas. In June, social studies teachers will undergo training with KDE specialist Kelly Philbeck on embedding Literacy Design Collaborative (LDC) practices into their instructional planning and delivery. Grant funds will provide necessary substitutes/compensation to allow CCHS teachers to plan together for implementation and

analyze student work samples in a process similar to those used in the science assessment pilot in the Spring of 2017.

CCHS will continue its work monitoring the implementation of co-teaching and classroom management strategies. Built upon training provided previously in partnership with Western Kentucky Special Education Cooperative (WKSEC), the training is designed to strengthen the overall efficacy of collaborative teams as they deliver specially designed instruction. As indicated by the data, many of students with disabilities are not making the academic gains to meet delivery targets. Grant funds will provide necessary release time if teachers need additional training and ongoing support from district-trained staff.

A new vision for professional learning throughout the District beginning in 2017-18 will assist the school in its capacity-building work. To move away from "front-loaded" professional development, each teacher will participate in six (6) hours of professional learning that begins in late September. Teachers, working in conjunction with their evaluators, will choose from a wide range of topics that align to teacher growth goals. Offered in ten sessions throughout the year, teachers will have choice in multiple topics or focusing in a single strand. Sessions will be presented by teacher leaders, identified through an RFA process. Teachers will exit each session with a set of success criteria developed to guide them in implementing the strategy within their classrooms. School leaders will also receive the success criteria with specific observation "look-fors" identified to assist in supporting the ongoing professional learning.

While the groundwork has been laid, there is still much work to be done in building teacher capacity. Much of this work began in July of 2015 and is still in the implementation phase. We are beginning to work on sustainability of the culture of the school. Student performance indicates that CCHS is moving in the right direction, but instructional strategies across all grade levels and content areas need to continue to improve. When reviewing the data, there have been some successes in improving Algebra II performance, but there has been limited growth in the improvement of English II and Biology. A focus on reading skills would enhance our opportunity for growth in U. S. History as well. It will be of vital importance to provide professional learning opportunities to teachers both through job-embedded training and training for specific needs.

Identify and describe the strategies (i.e., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.

Our district personnel attended some college recruiting fairs in hopes of attracting new teacher to Christian County. CCHS administrators and/or teachers are invited to attend recruiting fairs to advocate and promote CCHS. For the last three years, a local recruitment fair has been hosted in Christian County. Specific areas of certification were targeted and regional and local colleges were contacted. The current plan is being created refined to include a recruitment video for CCHS.

Last year, a new teacher academy was created at CCHS and will be continued. The new teacher academy was held monthly to encourage our teachers through instructional best practices and support. Each new teacher will either have the support through the K-TIP process or be assigned a mentor if they are new to our staff. In addition, CCHS hold an in-house new teacher training, and the district hosts a new teacher academy that new teachers also attend. CCHS needs to reduce turnover and retain an effective staff because at the end of

SY 14-15 the school had to replace 35 teachers. The turnover rate was reduced in the 15-16 school year to just to just 13 staff members. For the 16-17 school year, it is anticipated that there will be only 4 certified non-renewals. Retention has and will occur through the coaching process which is tied to the PGES. Teachers will be offered coaching suggestions that will enable them to be more successful in the classroom.

Describe the research based literacy and math programs to be implemented. Describe how they are vertically aligned by grade level and state academic standards to address the previously identified causes and contributing factors to low student achievement.

In the summer of the 2015, high school core curriculum was aligned and paced across the district. In this process, all standards were evaluated and vertically aligned across course sequences in English Language Arts, Math, Science and Social Studies and standards were identified as Focus or Supporting throughout the vertical articulation. Within the pacing and curriculum documents, learning targets were identified and assessment strategies identified. For mathematics, the 8th grade Algebra I teacher was included to align 8th grade Algebra I to the sequence while ensuring 8th grade content is also met. In the summer of 2016, high school curriculum was revisited across the district and district support was provided. During this process, all of the high school teachers met to address their concerns from the first year of implementation. Changes were made to the units and pacing guides to further improve the curriculum documents. In addition, teachers of English Language Arts and Mathematics will participate in a data-based curriculum refinement process June 1-2, 2017.

Christian County High School teachers will continue work in LDC with specific focus on science and social studies. Participation in the LDC will offer teachers, coaches, and leaders an instructional design system for developing students' literacy skills to prepare them for the demands of college and career. LDC empowers teachers to build students' literacy skills and understanding of science, history, literature, and other important academic content. The focus of the work will be integration of the core processes of LDC rather than module creation to show teachers the true intent of embedded formative assessment practices.

CCHS math teachers will also have the opportunity for growth around the practices of the Mathematics Design Collaborative (MDC) through the CCPS Secondary Math Academy. The MDC brings to mathematics teaching and learning high-quality instructional tools and professional support services to teachers. The goals of the MDC mesh well with CCHS's goal of raising student achievement in math for GAP students. Job-embedded professional learning for MDC will maximize teacher professional learning as they participate in the MDC.

A major contributing factor to the academic gap between special education students and regular education students is the low reading level and low math performance levels. With the System 44 implementation specifically targeted toward special education students, the desire is to close the reading gap. Entering freshmen and continuing sophomores will utilize SYSTEM 44 and READ 180. SYSTEM 44 is a foundational reading program which is utilized to support those readers who are missing key foundational skills. SYSTEM 44 is a personalized reading intervention that engages students in explicit instruction in reading, writing, language, speaking and listening.   READ 180 provides reading intervention which is age-appropriate in a blended learning environment. We are in our third year of having the READ 180 program, and SYSTEM 44

has only been in place for two years. These interventions will continue. The intervention teacher who is utilizing this program has changed since our initial implementation in 2015-2016 school year. She is a veteran teacher who implements the program with fidelity. Of the students who took beginning, mid-point, and end of year Reading Inventory (RI) with our new teacher, 79% of the seventy-five students who met that criteria had exceeded the average growth as measured by Lexile. Of the 6 students in SYSTEM 44, five students had improved accuracy (indicating an improved ability to recognize and decode words) and four had gained at least 4 points in fluency (4 points is 1 year of growth). Approximately, 22 of the seventy-five students will continue to need interventions as sophomores in the 2017-2018 school year and we anticipate approximately 92 incoming freshmen needing to participate in the intervention program during that same year.   Even though our numbers needing the program are increasing, the success of our program in its third year of implementation has increased by 12% when compared to the data from our first year of implementation.   In order to support approximately 114 students needing intervention in the 2017-2018 school year, we anticipate purchasing another classroom library of Read180 and System 44 materials as well as more software licenses.

Math 180 will be implemented for freshmen in the 2017-2018 school year. This program will replace the ALEKS program that is currently in place. Due to the lack of success rates in ALEKS, we will be utilizing Math 180. Entering freshmen and sophomores that did not meet the MI levels established for meeting benchmark will utilize MATH 180 as an intervention. Many may be identified in middle school and may need to complete the course as they enter high school in order to be successful in math. Others may be identified as they move into the district and will need intervention at the start of their high school career. MATH 180 Course I and Math 180 Course II will be utilized to meet the needs of students to prepare them to be successful in algebra.

Describe the plan/process to continuously use student data (i.e., formative, interim, and summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of school-wide response to intervention.

Christian County has implemented a Professional Learning Community (PLC) model based on the work of DuFour and Eaker. Each school incorporates the study of student data during one week of the process in order to plan instruction guided by data and content. Teachers have received training in the PLC process, and administration are responsible for guiding PLC's in their buildings. Formative, summative, interim data are all studied as part of the teacher's learning and planning time so that sound instructional decisions can be made for each student. Accordingly, work around the content is then planned as a result of student data and mastery of the content. PLC's begin when school is in session and continue through the year until dismissal.

In July of 2015, the new administration presented the PLC process to the teachers at CCHS. We had intensive sessions to discuss the PLC process that would be used. Our teachers met in July to create their Unit 1 documents for the beginning of the school year. Our curriculum coach and administrators met intensively with each PLC team to review their documents to ensure that the PLC process was understood and implemented correctly. CCHS is using the PLC process to continuously monitor data to inform the teachers of

the adjustments that need to be made in instruction. Before July 2015, our teachers were not using their data to guide instruction, and they did not understand it. We have improved in our use of data. Now, additional time and training will be needed to provide teachers with the tools and skill sets on using data to differentiate instruction and respond to specific student needs. As noted in the March 2016 Diagnostic Review, classroom observations revealed that nearly all instruction is teacher-centered and whole group. Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in only 27 percent of the classrooms. An additional Standard 3 Diagnostic Review was conducted in December 2016 and improvement was noted in student directed learning.

In July 2015, the new administration ensured that the PLC process was implemented with fidelity and it is continuously monitored by school leadership. PLC's meet on a weekly basis. In 2015-2016, the PLC process was a five week plan that included: the standards, assessment, student engagement, evidence of student learning, and data analysis. This plan ensured that the teachers were providing students with clear learning targets while using high quality exemplars.

During week 1, teachers will review the standards that will be taught and develop student friendly learning targets. The teachers will also use the progressions chart to ensure that differentiation strategies will be used for those that need intervention strategies. In addition, they will select resources and develop guiding questions.

During week 2, teachers will develop assessments that address the standards to ensure that their targets were met with proficiency. In addition, teachers will be using formative assessments through the use of bell ringers and exit slips to monitor student understanding. Training will be provided on other types of formative assessment utilizing technology such as GradeCam, Plinkers, and PollEverywhere. These formative assessments will allow teachers to give specific and timely feedback because they will immediately know who got it and who didn't.

Weeks 3 and 4 will have a direct impact upon student engagement activities within the classroom. In order for students to achieve at high levels, they have to be engaged in the learning process. After implementing their student engagement piece, the teachers will then share their student evidence. We will discuss the importance of student engagement and the quality of instruction that took place within their classrooms.

Finally, week 5 will entail data analysis. The data analysis will be the heart of student learning. Teachers will bring their data from GradeCam. The PLC will analyze the data. This analysis will allow teachers to reflect upon student learning to make the necessary adjustments needed to ensure student proficiency. Overall, the PLC process will enhance our teachers' skills and impact student achievement.

In July 2016, the administration made the decision to make a few changes to our PLC process to enhance the instruction occurring in the classrooms. PLCs are still meeting each Monday to set the tone for the week. This year's plan is still a five week plan. It included: guided planning curriculum, guided planning assessment, instructional strategies/student work, small group plan, and data analysis/student work

samples. This plan will ensure that our teachers are learning about new instructional strategies, and it allows time for them to focus on how to implement High Impact Instruction which is a district initiative.

During week 1, teachers will review the standards that will be taught and develop student friendly learning targets. One big change in week one is the addition of High Impact Instruction. Our district IBC's have been working with our teachers on guiding questions and learning maps. Our teachers were expected to implement guiding questions and learning maps with fidelity beginning with Unit 3. In addition, our teachers pace out their each unit on a calendar, and they identify the standards to be taught during that five week period. Resources are identified.

During week 2, teachers will develop assessments that address the standards to ensure that their targets were met with proficiency. In addition, teachers will be using formative assessments through the use of bell ringers and exit slips to monitor student understanding. Training will be provided on other types of formative assessments that are used in High Impact Instruction. These formative assessments will allow teachers to give specific and timely feedback because they will immediately know who got it and who didn't.

Weeks 3 and 4 will have a direct impact upon student engagement and instructional practices within the classroom. In order for students to achieve at high levels, they have to be engaged in the learning process. During our instructional strategies week and small group planning, our teachers are learning new strategies for engaging their students in the learning process. Our district IBC's have been training them on the use of guiding questions, formative assessments, and learning maps. The teachers have learned how to complete learning maps for their unit to share with the students. In addition, they are learning how to use learning maps with their students for instructional purposes. Formative assessments have been shared, and our teachers now have a plethora of formative assessments to use within their classrooms to identify student understanding. After implementing their instructional strategy, the teachers will then share their student evidence of this work during week 5. We will discuss the quality of instruction that the students received based upon the use of their instructional strategy.

 Finally, week 5 will entail data analysis. The data analysis will be the heart of student learning. Teachers will bring their data from GradeCam. The PLC will analyze the data. This analysis will allow teachers to reflect upon student learning to make the necessary adjustments needed to ensure student proficiency. Overall, the PLC process will enhance our teachers' skills and impact student achievement. In addition, we will meet during our Extended PLC on Wednesday, and the teachers will share their instructional strategy. Feedback will be offered by their PLC team members of any changes or improvements that could be made in the instructional strategy.

The PLC plan for continuously monitoring data has been integrated with the implementation of school wide response to intervention. A College and Career Coach will monitor student data. This Coach will monitor the data to determine the students that need to be in our college and career classes. In addition, we will have CCR classes in English and Reading that give our students support in meeting benchmark. These classes will

be a semester only which will enable us to reach more students.

The District uses multiple measures to progress monitor student learning of academic standards. CASE TE21 is used as the District's interim assessment tool. The CASE TE21 is administered three times each year in order to gauge student growth and mastery of learning skills and content against learning standards. District-wide expectation is for stakeholders to access and use all data generated by students in these databases. CASE TE21 data will be used to drive instructional decisions, including grouping students for instruction, and providing Response to Intervention (RtI) services as needed. District 9th, 10th and 11th grade students will also take a college readiness exam in the Fall to provide a baseline measure for student progression in the college readiness standards.

The District has implemented a Response to Intervention (RtI) guidelines for schools to utilize when making decisions for students who need RtI services. Within the RtI Guidance Document, there are guidelines for using student data to drive decisions regarding instruction. Part of those guidelines include using Universal Screener information along with other forms of summative and formative data to make intervention placements and instructional decisions. All student data is to be considered when making decisions regarding entering a student into RtI, moving a student to a different Tier, and exiting. Also included in the RtI handbook is using differentiated instruction for all students in Tier I (regular classroom instruction).

Because having a solid foundation is critical to a successful high school career, data is carefully reviewed and used to identify freshmen for Response to Intervention. Data from the middle school is used to place students in SYSTEM 44, READ 180, and MATH 180 intervention program.

Students will be placed into math intervention based upon MI scores as beginning or exiting freshmen students. Senior students will be placed in intervention after the completion of Algebra II if they do not reach benchmark on the ACT. Our beginning or exiting freshmen students will be placed in intervention based upon their SRI scores. Senior students will be placed in reading or English interventions based upon not meeting benchmark on the ACT.

- RTI math is offered in 9, 10, and 12
- ELA 9, 10, and 12

All stakeholders take part in disaggregating student data when summative results are returned from state testing. This ensures that teachers and others making instructional decisions are basing their decision-making on student data and results. The data is returned from research-based assessments, proving the results to be valid and reliable.

In addition, the District has purchased Tyler Pulse, which is a data collection warehouse, storing all of the assessment data generated by Christian county Public School's students. All assessment data is uploaded in a timely manner into Pulse so that stakeholders have a warehouse of data at their fingertips. This data is to be used to drive all instructional decision-making, from school level leadership to classroom instructors.

Describe the schedules and strategies implemented to increase learning time (enrichment,

core academic instruction, extended day, before or after school, additional PD/planning activities).

The development of the master schedule has been intentional and thoughtful.

- The school bell schedule and lunch schedule were adjusted in order to incorporate an advisory period into the schedule for all students at the same time. This was also done in conjunction with the CTE school's schedule to incorporate students on a career-readiness track.
- The daily advisory period was added to our schedule in order to allow for enrichment activities.
- Seniors have been scheduled into a faster-paced College and Career Readiness track. Each of the CCR classes will now be a semester and not a year-long course. This will allow students meeting benchmark to test in and out of the classes at a faster rate. This will prevent having students sitting in CCR classes that have already met benchmark.
- Professional Development/Planning- Teachers will meet each Wednesday after school during weeks 1,2 and 4 of our PLC process. This will allow more planning time to refine their instructional activities.

Grant funds could be targeted to offer services that are not currently possible. As a district focused on novice reduction, after-school tutoring, homework help, summer school, and credit recovery can be critical activities. As noted earlier, most of our novice students are also our GAP students. By offering services outside of the school day to students who are identified as at-risk, additional time with instruction would be beneficial in helping to close the achievement gap.

Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s) improvement plan for the grant's duration.

The TELL survey responses related to family and community support showed the most significant decline from the 2013 administration. This information correlates with the stakeholder survey information from the AdvancEd Diagnostic Stakeholder Feedback Survey in 2016 where parents had a high level of neutral responses and indicated that they did not have enough information to make a determination.
Grant funds will support the work of the grant coordinator who will work collaboratively with stakeholders and community partners to create authentic and valid opportunities for involvement. It will also be important to intentionally communicate the work of those partnerships so that all stakeholders understand and see the value of those partnerships.

Christian County High School does have strong support in the community. Many community leaders and businesses truly want CCHS to succeed. Many of the community leaders are alumni of CCHS. The current principal and staff are reaching out to include community leaders in the transformation effort in a structured way. School leadership is currently exploring creating a CCHS alumni association to leverage that support to benefit the students of CCHS.

CCHS also has two strong Partners in Education with Continental Mills and DanFoss Power Solutions. The Partners in Education program connects public schools with local businesses, organizations and individuals in

an effort to enrich and support student achievement. The support these partners provide can be in many forms such as tutoring students, volunteering in schools, donating funds and equipment, providing career speakers, facilitating tours of local businesses for students and teachers, providing job shadowing opportunities, classroom assistance, before and after school programs, and providing employees time off to be involved in schools. The grant coordinator will work to develop an intentional plan to involve the Partners in Education in very visible ways and communicate their support and involvement to the larger community.

The district is moved to online student registration for the 2016-2017 school year. In order for parents to register their students for school online, they must have a Parent Portal account on Infinite Campus. CCHS implemented a system to enroll parents in Parent Portal at the point of student registration. This has moved the school from 42.95 % of parents at CCHS have a Parent Portal account in 2015 to 97.86% in March of 2017. With nearly 100% of families having Parent Portal access it provides another venue to communicate and for parents to access and monitor their student's academic progress, assignments, attendance, test scores, behavior, and teacher comments. It will provide timely, meaningful information to parents as they need it.

The grading policy at CCHS was a concern for the Diagnostic Review team in April of 2015. In July 2015, our new administration examined the improvement priority to revise the grading policies and practices. School leadership met with teaching staff to review the grading practices and policy. After those meetings, a new grading policy was written that established the criteria for the students. The grading policy reflected more clarity and reporting as far as grade postings and ratios for tests/projects, quizzes, and coursework/homework.   Though our teachers are making progress in using the grading system effectively, the administration is still addressing posting grades in a timely manner and using the ratios that have been set forth in the grading policy.   It will be important to continue and further refine this work so that it becomes embedded into the culture of the school.

With a new administration in place, the Freshmen Orientation and Academy was implemented in August 2015 as part of the continuous improvement process.   Freshmen Orientation in August 2015 was a one night event. We had such a tremendous turnout that in August 2016, the administration made it a two night event.   Freshmen Orientation is an important night. It lays the groundwork for involvement of parents in their student's high school career. This process allows our families to feel welcomed at the school level. Our parents were invited to tour the school and meet the teachers, provided a map with room numbers, a list of extra and co-curricular groups and activities as well as an organizational chart. Parents had the opportunity to speak with the principal and freshmen assistant principal and tour booths where they could register, set up schedules, sign up for Parent Portal accounts, review students ILP, see athletic programs offered, ROTC, Band, Choir, Art, Agriculture, Gateway Academy, learn about College and Career Readiness, understanding Safety Net (advisory, ESS, and intervention), and Freshmen Binders. We are continuing to try and get our students and parents involved at the high school level. In August of 2017, incoming freshmen will have the opportunity to participate in a Colonel Jump Start Program for two days prior to school opening. Provided as

a means to acclimate students to a new environment and establish relationships with staff and peers, the event will include transportation to remove potential barriers students might have in attending. Our sessions will include: the Advisory Program, goal setting for academics and intervention programs, understanding the pathway to graduation, opportunities for participation in the school community through clubs, academics, sports, Freshmen binders, and the Positive Behavior Interventions and Supports program. In addition, we will still offer our Freshmen Orientation night to our parents.

Freshmen binders are part of the advisory system. During our Jumpstart program, each piece of the binder will be explained to students and why it is important for them. The first piece of their plan is the requirements to graduate. During freshmen advisory students are led through understanding their career pathway, core classes, and electives. Another component is the career cluster/College and Career Readiness piece. Students will be guided through completing this section during advisory. Students will also set two nine week goals and expectations for classrooms are housed in the binder.

The importance of College and Career Readiness for students and parents cannot be minimized. The district currently offers information to parents through ConnectU. Attendance at district held events is typically lower than school sponsored events. CCHS will partner with the district and host ConnectU sessions for parents and families of Christian County High School in an effort to reach more stakeholders with information about their child's data, college and career benchmarks, course offerings, scholarships, and financial assistance.

CCHS works closely with The Gateway Academy to Innovation and Technology. Together they partner to provide students with project based learning in engineering, biomedical, and nursing. They also focus on giving students the opportunity to develop the necessary soft skills that local businesses have identified as being critical for success once they have entered the workplace.

CCHS does not currently have a SBDM, but does have an Advisory Council. School and District leadership have engaged the Advisory Council in a consistent and ongoing process to provide feedback on the development of by-laws, school policies, development and implementation of school improvement plans, and regular and comprehensive reviews of student and school performance data in order to prepare for the reinstatement of the SBDM. The Council was trained during the fall of 2014 and again in 2015 in the process of writing by-laws and policies in preparation of being reinstated.

Identify the intensive technical assistance and support provided to the school by the district.

The District provides intensive technical assistance and support to the school in the following ways:

Support	Person(s) Providing Support	Frequency
Instructional Rounds Instructional Rounds occur in every school annually. A team	District and School Leaders (25)	Annually

of approximately 25 District and School leaders will collect data through classroom observations in relation to a Problem of Instructional Practice identified by the School Leadership Team. Data, Trends, Predictions and Next Steps are identified as part of the process. All School Leadership Team members participate in four visits to other schools in the 2015-16 school year to build exposure to a range of instructional practices and to build a common language throughout the District about instruction. The Principal walks the building with the Superintendent and discusses issues relative to PPGES.		
Customer Service Visit Each school receives a Customer Service in the Fall semester. The purpose of this visit is to bring central office support to the school level and provide opportunities for school staff to tell the District what support is needed to effectively work. Feedback is collected by each Division and discussed in the following Cabinet meeting with overall results and a follow-up plan shared with the School Principal.	District Staff	Annually
School Support Visits A team of District Leadership will conduct unannounced classroom observations using the ELEOT instrument and collect trend data compared to the baseline established by the Diagnostic Review team in 2013. Formal debriefing of individual classrooms will occur as well as next steps developed during the following KDE Monitoring Visit. The School Leadership team will be involved in the debriefing. KDE staff will be invited to participate in the process. During the visit, the Principal walks the building with the Superintendent and also participates in dialogue with the Superintendent relative to PPGES.	Superintendent Gemmill and District Leadership Team	Two times annually with additional visits upon request
PBIS Support District leadership reviews discipline reports and provides assistance to leadership, teachers, and staff on the PBIS implementation.	Kim Stevenson Ruth Lynch	Monthly
Reading Intervention Support District staff meets weekly with the reading intervention teacher during PLCs, provides a weekly in-class support visit, and schedules outside consultants for additional support.	Ali Lancaster	Monthly
Advisory Council Meetings The district's Chief Administrative Officer attends the Advisory Council Meetings to assist with the process of writing by-laws and policies in preparation of being	Melanie Barrett Laura Morris	Monthly

reinstated.		
PGES Implementation District staff meet with school leadership to assist with developing observation schedules, review protocols, and answer specific questions that principals have related to PGES.	Laura Morris/Vicki Myers	2 X per year
PPGES Implementation The Superintendent meets with the principal individually to review the PPGES requirements, review protocols and answer specific questions the principal might have related to PPGES.	Mary Ann Gemmill	2 X per year
Instructional Behavioral Coach District assigned coach and working with teachers on instructional and behavioral strategies to improve student academic performance.	Dawn Stalker Rachel McCain	As requested

A rural school in a district receiving funds under Title VI, Part B, Subparts 1 or 2 (the Rural Education Achievement Program) may modify one required element of the Transformation Model. This modification must meet the intent of the originally required element. If the school elects to take advantage of this flexibility, describe the following. ***Note: This flexibility only applies to schools in districts receiving REAP funds and it is not required to address this question.***

1) What is the element to be modified?
2) How will the element be modified?
3) How does this modification continue to meet the intent of the originally required element?

The district has not been eligible for these funds in the past.

Schools are not required to address "permissible activities". However, if a school does include permissible activities it may do so in the spaces below.

Transformational Model – Permissible Activities

Please Note: You may only type in the gray areas.

Describe the new governance structure (i.e., hire turnaround leader, contract with a management company, SBDM Council loses authority) and why it was selected.

The new governance system at Christian County High School selected by the former Superintendent of

Schools was for the School-Based Site Base Council to lose authority and decision making power at the local school level. In 2009 the CCHS SBDM council was disbanded and only a School Advisory Council was formed. The council has no authority to make decisions, approve policy, or hold the responsibility to participate in the hiring of a new school principal. However, currently the advisory council is treated as a regular school council. The council has undergone SBDM training, meets monthly, and utilizes the council just like a normal operational council. The plan for the CCHS council is to reinstate their authority, decision-making power, and position within the building as soon as the school is out of KDE Priority Status.

With the lack of an official SBDM, the Superintendent has the authority to select and hire the school principal at Christian County High School. In January 2015, the position became vacant. Due to the shallow pool of high quality applicants available in January, the Superintendent appointed Chief Operations Officer Brad Hawkins as an interim through May. The Superintendent met with teachers, staff, students, and the Advisory Council for their input on a principal selection. The position was advertised and then the Superintendent selected, Mr. Christopher Bentzel, a principal who had successfully turned around two failing schools in the past. The Superintendent allowed the principal the flexibility of changing members of the leadership team by bringing in two experienced leaders as assistant principals.

Describe Plan to ensure the school is not required to accept a teacher without mutual consent of the teacher and principal.

The district utilizes the Frontline Education online application system for posting and applying for positions. Principals are able to see all applicants for positions and choose who will be interviewed and hired. This allows for the school and applicant to both show mutual interest. The principal in collaboration with the school SBDM or advisory committee make hiring decisions for the school.

Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.

The District will administer interim benchmarks twice during the year to measure the planned and taught curriculum in comparison to the annual baseline and previous performance. Using the results of the district interim benchmark assessments, teams of teacher leaders and district staff will determine appropriate modifications made to district curriculum and pacing documents. Other data that will be included will be pre-ACT results across grade levels, reviews of student work through the PLC process with modeling at the district level, statewide accountability data, and common assessment data developed in the PLC process.

Describe how the district will provide additional supports and PD to teachers and principals to serve students with disabilities and limited English proficiency.

The special education department will provide monthly meetings with the special education department at CCHS. The purpose of the meetings will be to keep teachers informed of changes in the special education

department and well as determine needs and specific trainings needed.

PD and trainings held/scheduled in the period of June 2016 through the fall of 2017 include the following:

- Non-violent crisis intervention training
- Supporting students with challenging behaviors
- VB-MAPP: Verbal Behavior Milestones Assessment and Placement Program
- Coaching Students with Executive Functioning Deficits
- Infinite Campus for Special Education Teachers
- Social Skills Instruction: Developing, Teaching, and Monitoring Student Goals
- Transition IEP Requirements for High School Students
- What are the Requirements of 504 Plans and ADA Compliance?
- Manifestation Determination Information
- Special Education (SPED) Forms and Organization: What Do I Do and Where Does It Go?
- IEP Basics
- Special Education (SPED) Update
- 12 Things Every Student with Autism Wishes You Knew
- Strategies for Supporting Students with High Functioning Autism in the Classroom
- System 44 Training for NEW Teachers and Special Education Teachers
- Characteristics of Special Education Categories
- Effective Co-Teaching Strategies

The district provides four itinerant English Learner teachers to serve the limited English proficiency students in the district. Identification of students begins with the Home Language Survey and then through the administration of an additional screener to determine if students qualify for services. EL teachers consult with administrators, guidance counselors, students and parents in an ongoing basis to meet the needs of LEP students. Each month EL teachers will be presenting a brief overview of topics to faculty members to increase awareness of resources available, provide information, and promote additional professional development opportunities to staff members who work with LEP students.

Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs.

The District has scheduled a meeting for high school administrative teams for May 23 with the purpose of developing a plan for recruitment of traditionally underserved students to advanced courses. The District collaborates with regional postsecondary providers for expanded dual credit opportunities. CCHS is working to secure core teachers with nine hours of graduate credit in specific content areas who could be enrolled in

a scholarship program with Western Kentucky University to obtain the other nine hours necessary to teach dual credit classes on campus. By training current staff in their content area, the school increases teacher expertise while eventually having an in-house instructor familiar to students. With an in-hour teacher providing the instruction, the school is always aware of students' progress and potential struggle in the course.   The school has also adding four new Advanced Placement courses into its master schedule: AP Biology, AP Statistics, AP Human Geography, and AP Chemistry.   AP Computer Science will also be available to students at the district's Career and Technical Center beginning in the 2017-18 academic year to provide an expanded pathway offering for students.

Guidance staff provide students with information relative to six-free hours of college credit through the Dual Credit Scholarship. Additionally, the District works privately with a local foundation and refers students in need of assistance with tuition and other educational materials. Guidance Counselors refer students to the Chief Instructional Officer who makes the contact with the Foundation.

Describe transition activities from middle to high school such as summer transition programs or freshman academies.

With a new administration in place, the Freshmen Orientation and Academy was implemented in August 2015 as part of the continuous improvement process.   Freshmen Orientation in August 2015 was a one night event. We had such a tremendous turnout that in August 2016, the administration made it a two night event.   Freshmen Orientation is an important night. It lays the groundwork for involvement of parents in their student's high school career. This process allows our families to feel welcomed at the school level. Our parents were invited to tour the school and meet the teachers, provided a map with room numbers, a list of extra and co-curricular groups and activities as well as an organizational chart. Parents had the opportunity to speak with the principal and freshmen assistant principal and tour booths where they could register, set up schedules, sign up for Parent Portal accounts, review students ILP, see athletic programs offered, ROTC, Band, Choir, Art, Agriculture, Gateway Academy, learn about College and Career Readiness, understanding Safety Net (advisory, ESS, and intervention), and Freshmen Binders. We are continuing to try and get our students and parents involved at the high school level. In August of 2017, incoming freshmen will have the opportunity to participate in a Colonel Jump Start Program for two days prior to school opening. Provided as a means to acclimate students to a new environment and establish relationships with staff and peers, the event will include transportation to remove potential barriers students might have in attending.   Our sessions will include: the Advisory Program, goal setting for academics and intervention programs, understanding the pathway to graduation, opportunities for participation in the school community through clubs, academics, sports, Freshmen binders, and the Positive Behavior Interventions and Supports program. In addition, we will still offer our Freshmen Orientation night to our parents.

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piece. Students will be guided through completing this section during advisory. Students will also set two nine week goals and expectations for classrooms are housed in the binder.

Describe strategies to increase graduation rates.

During the 2014-15 school year there were no specific strategies in place to increase the graduation rate. The 2014 graduation rate was 92%, and apparently there was a perception that the grad rate would hold steady. However, preliminary data indicates a 2015 graduation rate of 88.5, which is a significant drop.

In July 2015, the new administration implemented the following initiatives to improve the graduation rate:

- A fourth guidance counselor was hired, so that there would be one counselor per grade level with the plan to have each counselor to loop with their students each year. Each counselor is tasked with yearly transcript reviews to ensure that each cohort of students are on track to graduate on time. In the past, this guidance counselor position had been traded for an additional assistant principal position. This is no longer being done.
- A College and Career Readiness coach was hired to track CCR data and to track all students who enter as freshmen until graduation.
- The CCR intervention classes have been shortened to one semester to allow seniors to meet benchmarks and move to an elective course.
- Beginning with Freshmen Orientation, students and parents will be made aware of graduation requirements and will be active partners in monitoring their progress toward graduation.
- Established an Advisory period within the master schedule. In the advisory period, students complete their own transcript audit and four year plan to encourage on track graduation.

In 2016, we had an increase in our graduation rate of 94.4%, These are the additional changes that were implemented this year:

- We are using Remind 101 to push out information to seniors regarding important graduation information.
- In the fall of 2016, one or our assistant principals was placed in guidance to oversee student services and testing. She helps to monitor the senior attendance rates, grades, and has conferences with the seniors to make sure they are aware of graduation requirements and are on track to graduate on time.

We anticipate the 2017 graduation rate to be 91%. Our next steps, in addition to the other changes for the fall of 2017 will be:

- We will monitor our incoming 21st Century students very closely. 21st Century will be restructured, and those at-risk students who attended that school will be returning to CCHS. Their grades and especially attendance will need to be monitored very closely to ensure that graduation requirements are being met.

Describe the partnership with parents, organizations, and other agencies to create a safe school environment.

The Christian County Public School District has an excellent relationship with our local law enforcement agencies. We work very closely with them to provide full-time SRO's in each high school and middle school along with an SRO who is shared among our elementary schools. Both the city police and county sheriff's dept. have been very instrumental in developing our new active shooter training program to better prepare our staff and students if a tragedy occurs.

Recently, CCPS, along with representatives from the Department of Juvenile Justice, Court Designated Workers (CDW) office, the local city police and county sheriff's offices, district court judges, and local counseling agencies worked together to develop a Memorandum of Understanding process that was implemented at CCHS and the other CCPS schools in the fall of 2016. This MOU process allows SRO's to intervene with students who commit law violations in the school. These interventions come in the form of conferencing with those students, meeting with parents, requiring counseling for the student, and referring to the local CDW office as an alternative to arresting or citing the student. These efforts have greatly reduced the number of repeat law-violation offenses at CCHS.

We work very closely with our local health department to stay up-to-date on precautions that need to be taken to prevent an infectious disease outbreak. All of our schools have a full time nurse on staff that oversees these precautions.

Finally, we work every year with the Kentucky Center for Safe Schools (KCSS) who audits two of our schools annually. Once the audit is conducted we debrief with them to find a solution for any issues found.

Describe the strategies implemented to improve school climate and discipline.

At Christian County High School, staff have implemented a number of approaches to continue to improve the overall school climate and culture. Much of the effort has gone into creating school-wide consistent expectations that understood by all staff, students, and parents. CCHS has a PBIS team that meets monthly to look at data and develop plans to help teachers consistently implement school expectations and rewards.

The CCHS Student Handbook is still a key source of informations for students and their parents. The Handbook contains updated information on dress code, tardy policy, cell phone policies, student rewards, and directions to find all other pertinent information whether it be on the school website or in the district CODE of Acceptable Behaviors. The handbook has been included in the CCHS Student Agenda. An agenda is given to each student on the first day of school. Students will be expected to keep an agenda with them each day.

In an effort to follow that PBIS framework of understanding the difference between minor behavior infraction and major ones and to continue to place the emphasis on the idea of the classroom teacher having all of the necessary tools to instruct and manage the classroom, re-teach appropriate behaviors, and be able to hold students accountable within the classroom, the administrative team created the CCHS Minor Classroom Referral. This referral is a form that teachers can use to document interventions that have been implemented when students have issues with minor classroom behaviors. This also allow teachers, following

the protocol provided, to assign a lunch detention when needed or an afterschool detention if the problem persists. Though each teacher has leeway in exactly when they may give a student a minor referral, there is school-wide consistency in that all teachers use the same document and must follow the same procedures when issuing consequences to students.

Each summer, prior to the school year starting, one day of professional development is dedicated to school culture, school-wide expectations, and PBIS.   This time is used for administrators and members of the PBIS team to update teachers on any changes in discipline policies, review minor and major office referral procedures, and layout the plan for teaching expectations to students in the first few days of school. Each week, as teachers attend PLC's there is a PBIS/Discipline update as part of the meeting to discuss any pertinent information or updates relating to procedure and structures.

To ensure that all students understand changes to policies, new structures, and procedures that affect them, each period, for the first three days of school, teachers will provide instruction relating to these topics. The administration has provides teachers an instructional matrix that guides them through exactly what to cover. This takes 10-15 minutes from each period and still allows teachers to have the remaining time to use as they see fit.

In another effort to keep all adults in the building on the same page and consistent with actions throughout the year, each staff member is given online access the "Smartbook". The Smartbook contains all types of information that is relevant for a teacher or staff member at CCHS. This includes procedures, guidelines, schedules, calendars, contacts, school forms, supervision schedules and much more. Prior to the start of the year the administration reviews the information with them. Throughout the year, information and documents are added to the Smartbook and teachers are notified of the changes.

Describe how the school program has been extended to offer full-day kindergarten or pre- kindergarten.

NOT APPLICABLE TO A HIGH SCHOOL

Describe the per-pupil school-based budget formula being implemented that is weighted based on student needs.

Will not be addressed.

Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

CCHS WILL NOT USE SIG FUNDS FOR PRE-IMPLEMENTATION ACTIVITIES.

Actions

Please Note: You may only type in the gray areas.

Explain how the district will monitor changes in instructional practice as a result of job-embedded professional development.

The District will conduct walk-throughs using the ELEOT instrument two times throughout the year and compares the results to professional learning occurring within the school. Trend data is maintained across all visits. An instructional rounds visit is also conducted annually by a team of 25 school and district leaders to provide the school with data and feedback on a school-determined problem of instructional practice (POP). The POP must be something that is a high leverage item and that has been a focus of professional growth for the school over an extended period of time.

Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.

Placement of the school teaching staff is based on the master schedule. The schedule is designed to offer classes and meet the academic needs of all students as well as address the school improvement goals. Teacher placements are made based on the classes that are offered during the current school year. Postings for new staff are based student enrollment numbers.

Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.

School levels funds are ONLY used to support the school's improvement plans. Everything related to funding is in some manner supporting the school's continuous improvement plan. The CCHS improvement plan is based upon the Kentucky Department of Education's Diagnostic Review and most recent KPREP Data. In combination with the designated Improvement Priorities (6 total IPs), all decisions, initiatives, and expenses are based upon improving the school's overall academic status. For example, one of the school's improvement priorities is based upon a school-wide grading policy; to further implementation and monitoring of the grading policy the school purchased a web-based service known as "Grade Cam" to standardized grading practices, quicken the process of entering grades into the school's data base (Infinite Campus), and to use the data analysis tools to determine intervention/enrichment activities for students based upon data. Grade cam is just one example of using school based funding sources to support the school's overall continuous improvement plan. There are many other examples of purchases and expenses that are made to increase student achievement and align our improvement efforts to improve student achievement. If CCHS were to receive funding from the SIG Grant, similar process and planned expenses would align with the improvement plan and priorities.

Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this improvement plan. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)

Christian County Board of Education utilizes services from the Kentucky School Board Association for recommendation of policies to consider for adoption. The local Board of Education reviews policies annually or earlier upon request by staff. The policies are shared with the schools for implications on site based policies. Board policy requires councils to submit new policies to the Board attorney for review. SBDM policies are reviewed annually with new SBDM Council members. Certified trainers for the Kentucky Association of School Councils (KASC) provide training to SBDM Council members during the school year. A SBDM checklist for effective policies is utilized to determine refinements of changes. All changes are approved by SBDM Council and sent to the Board of Education. SBDM meeting minutes are also sent to the Chief Administrative Officer for review. School councils make presentations to the Board members on an annual basis regarding the implementation of comprehensive school improvement plans. CCHS principal has presented monthly to the Board on progress made as a Priority School.

Describe the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.

The CCHS Advisory Council receives SBDM training yearly to prepare them for the eventual return of their SBDM Council. The Advisory Council will, under the supervision of the Chief Administrative Officer and Principal, review all by-laws and policies. The District also has allocated 2.5 additional teachers to CCHS for 2017-18 to provide for CCR Coaching, intervention, and a shared Algebra I/Geometry teacher with its feeder middle school. The School has revised its bell schedule and master schedule for 2017-18 in collaboration with the Career and Technical Center and other district high schools to allow for a morning advisory period. Additional district funding has been provided to purchase textbooks for new advanced courses being added and to replace outdated ELA instructional materials. Additional support has been provided in the 2016-17 school year with district instructional coaches spending two days each week at the Priority School to support PLCs and teacher growth with identified teachers. Ongoing support in this area is available for the coming school year by request.

Identify supports, outside the district, (i.e., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe the actions that have been or will be taken to recruit, screen, and select appropriate and effective external providers to ensure their quality. Describe how these external providers will be regularly reviewed and held accountable for their performance.

The District has contracted with Jim Knight to provide training for school and district leadership teams in how to have effective performance-based coaching conversations with teachers. Implementation will be support by the district's instructional team.

CCHS and its feeder middle school will participate in the Kentucky Literacy Intervention Project pilot (KLIP) with KDE and the University of Kentucky as the providers. The pilot has specific deliverable goals that must be met. The district point of contact will work with the school administrator serving on the team to develop an observation tool and monitor implementation progress.

When updating the staffing allocation formula, boards of education must adhere to guidelines in KRS 157.360(4) (a) regarding a staffing ratio of 31:1 in grades 7-12. Once the base level funding language is added into the staffing allocation formula, it may become confusing. KRS 157.360 (4)(b) states " … class size loads for middle and secondary school classroom teachers shall not exceed the equivalent of one hundred fifty (150) pupil hours per day." This means that each classroom teacher who is allocated to grades 7-12 cannot have more than 150 per-pupil hours.

When this statute was enacted, most secondary schools operated on a six-period day. Scheduling concepts such as alternative models and block schedules were not factored into legislation. One-hundred fifty per-pupil hours of instruction during a six-hour school day would yield a ratio of 25:1.

SBDM schools are not bound by state cap size requirements if the council so votes and it is recorded in the minutes. Itinerant positions need to be worked out between schools in order to insure 1.0 positions district-wide. Staffing allocations are to be submitted on the district template. All employees must be listed. Classified Units can be combined and used for certified teachers.

Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.

Current district practice provides for a review of needs within priority and low performing schools that are above and beyond the general staffing allocation approved by the Board. Using the district strategic plan as a guide, the budget is analyzed to identify potential funding to support the identified needs. The district currently has a strong school support plan in place. District and school leadership complete school walkthroughs utilizing the ELEOT instrument and debrief after each school support visit. ELEOT data is also used to monitor implementation of district initiatives around instructional improvement on each school's 30-60-90 plan. The district employs Tyler Pulse which is a data management system. By utilizing the data management system, school leadership will be able to identify highly successful staff members by examining both cognitive and non-cognitive data. Student progress will be monitored through analysis of data collected from Reading Inventory & Math Inventory (incoming 9th graders), ACT, KOSSA, CASE TE21, End of Course

exams, common assessments, student attendance, teacher attendance, and behavior referrals.

The school and district currently utilize assessment data to gauge the school's progress toward reaching proficiency. The district and school leadership meet monthly to review assessment data and to discuss the work being implemented in the school improvement plan. Internally, leadership will continue to lead PLCs to analyze student data and monitor progress toward school improvement goals.

Grant funds are being requested to hire a ~~School Improvement Coach~~ who will oversee curriculum alignment work, continue Focused Planning with teachers, and lead the new teacher cohort. Intervention teachers and the Math and ELA coach would also be funded through grant funds. It is the intent of the leadership within the district and the school to build the capacity with current staff so that once grant funds are no longer available existing staff will be able to carry on the work. Title I funding will be used to support interventions after the life of the SIG grant.

Describe the procedures the school and district will implement to ensure that all actions taken and activities implemented result in sustainable processes that positively affect student achievement beyond the expiration of the grant. Include how funding and resources will be adjusted to continue practices and how data analysis will continue to drive instruction toward meeting annual goals.

The district will utilize observation data from instructional rounds, customer service visits, and ELEOT walk-throughs to monitor implementation. The District requires 30-60-90 plans for all schools related to the district instructional model and gap closure; in addition, the Priority School completes a 30-60-90 on each Improvement Priority from the Progress Monitoring Visit. Each 30-60-90 reports current projections for proficiency and gap in each content area using multiple data points. Regular meetings occur between school and district leadership to discuss ongoing improvement efforts and progress monitoring.

Expectations for data analysis and classroom use will not change. Tyler Pulse will continue to be updated regularly and used to support the easy accessibility of data for teachers and administrators. The district's RtI plan will remain based on the use of formative, summative and interim data. In addition, the PLC process will remain in place, including the expectation that data analysis will remain in place as part of the PLC process. Teacher's planning and goals will be set based in part on a study and analysis of student data. The District will continue to drive the use of data for classroom and administrative instructional decision-making.

<u>**Timeline**</u>

Please Note: You may only type in the gray areas.

Develop a timeline that describes the steps necessary to implement the intervention model. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and

involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

Analysis of Data	2017 - 2018	2018 - 2019	2019 - 2020
Summer	Leadership team will: ● Analyze data to identify strengths and areas for improvement ● Assess needs based on data ● Implement coaching plan with ~~School Improvement Coach~~ to address how to build skills and competencies through PLCs ● Revise the assessment calendar ● Establish school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, KYOTE, Cambridge Practice Tests, ASVAB, Progress Toward Graduation, and Attendance.	Leadership team will: ● Analyze data to identify strengths and areas for improvement ● Assess needs based on data ● Implement coaching plan with ~~School Improvement Coach~~ to address how to build skills and competencies through PLCs ● Revise assessment calendar ● Refine school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, KYOTE, Cambridge Practice Tests, ASVAB, Progress Toward Graduation, and Attendance.	Leadership team will: ● Analyze data to identify strengths and areas for improvement ● Assess needs based on data ● Implement coaching plan with ~~School Improvement Coach~~ to address how to build skills and competencies through PLCs ● Revise assessment calendar ● Refine school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, KYOTE, Cambridge Practice Tests, ASVAB, Progress Toward Graduation, and Attendance.
Fall	Leadership team will: ● Communicate SMART goals to all stakeholders ● Complete a 30-60-90 day plan to address needs of GAP students. ● Share assessment calendar with all stakeholders ● Facilitate school-wide	Leadership team will: ● Communicate SMART goals to all stakeholders ● Complete a 30-60-90 day plan to address needs of GAP students. ● Share assessment calendar with all	Leadership team will: ● Communicate SMART goals to all stakeholders ● Complete a 30-60-90 day plan to address needs of GAP students. ● Share assessment calendar with all

	data analysis using School Data Analysis Template (AdvancEd) to identify challenges in student demographic data, teacher/school leader demographic data, and process data, achievement/outcome data, and perception data. ● Include challenges identified using the School Data Analysis Template to be addressed in the CDIP, define the high needs which will inform the Big Ideas and Reform/Redesign of a Priority School. ● Facilitate PLCs and coach process for selecting and reviewing data, model collection and charting of data, lead reflective questioning to identify needs based on data using process tools ● Lead PLCs in developing goals which can be measured by data quarterly assessments and quarterly goals. ● ~~School Improvement Coach~~, Educational Recovery Specialist, school level coaches, and school leadership will provide one-on-one support to teachers on developing measurable goals.	stakeholders ● Facilitate school-wide data analysis using School Data Analysis Template (AdvancEd) to identify challenges in student demographic data, teacher/school leader demographic data, and process data, achievement/outcome data, and perception data. ● Include challenges identified using the School Data Analysis Template to be addressed in the CDIP, define the high needs which will inform the Big Ideas and Reform/Redesign of a Priority School. ● Identify PLC leaders and begin gradual release of PLC process. ● Assist PLC leaders in developing goals which can be measured by data quarterly assessments and quarterly goals. ● ~~School Improvement Coach~~, Educational Recovery Specialist, school level coaches, and school leadership will provide one-on-one support to teachers on developing	stakeholders ● Facilitate school-wide data analysis using School Data Analysis Template (AdvancEd) to identify challenges in student demographic data, teacher/school leader demographic data, and process data, achievement/outcome data, and perception data. ● Include challenges identified using the School Data Analysis Template to be addressed in the CDIP, define the high needs which will inform the Big Ideas and Reform/Redesign of a Priority School. ● Support PLC leaders and monitor the PLC process. ● Monitor PLCs in developing goals which can be measured by data quarterly assessments and quarterly goals. ● ~~School Improvement Coach~~, Educational Recovery Specialist, school level coaches, and school leadership will provide one-on-one support to teachers on developing measurable goals.

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	- District observation of PLC process - District will provide feedback to leadership team on PLC observations - District will facilitate review of annual assessment data - Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, KYOTE, Cambridge Practice Tests, ASVAB, Progress Toward Graduation, and Attendance. - Celebrate successes of on target students	- measurable goals. - District observation of PLC process - District will provide feedback to leadership team on PLC observations - District will facilitate review of annual assessment data - Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, KYOTE, Cambridge Practice Tests, ASVAB, Progress Toward Graduation, and Attendance. - Celebrate successes of on target students	- District observation of PLC process - District will provide feedback to leadership team on PLC observations - District will facilitate review of annual assessment data - Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, KYOTE, Cambridge Practice Tests, ASVAB, Progress Toward Graduation, and Attendance. - Celebrate successes of on target students
Winter	Leadership team will: - Refine 30-60-90 day plan for spring semester to address needs of GAP students - Lead PLC teams through data analysis essential questions to define problems, improve the instructional process, improve student engagement, determine causal factors, develop and refine hypotheses, and develop solutions. ~~School Improvement Coach~~, Educational Recovery Specialist, school coaches, and	Leadership team will: - Involve teachers in refining 30-60-90 day plan for spring semester to address needs of GAP students - Assist PLC team leaders through data analysis essential questions to define problems, improve the instructional process, improve student engagement, determine causal factors, develop and refine hypotheses, and develop solutions. ~~School Improvement~~	Leadership team will: - Involve teachers in refining 30-60-90 day plan for spring semester to address needs of GAP students - Monitor PLC teams use of data analysis essential questions to define problems, improve the instructional process, improve student engagement, determine causal factors, develop and refine hypotheses, and develop solutions. ~~School Improvement~~

| | school leadership will monitor and provide one-on-one support to teachers on progress toward measurable goals and provide assistance as needed.

● District observation of PLC process
● District will provide feedback to leadership team on PLC observations
● District School Support visits will monitor data toward progress on meeting set goals
● District will work collaboratively with school to develop a proposal for Tyler Pulse to effectively monitor CCR data so that it is accessible to all school leadership for review.
● Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, KYOTE, Cambridge Practice Tests, ASVAB, Progress Toward Graduation, and Attendance.
● Celebrate successes of on target students | ~~Coach~~, Educational Recovery Specialist, school coaches, and school leadership will monitor and provide one-on-one support to teachers on progress toward measurable goals and provide assistance as needed.

● District observation of PLC process
● District will provide feedback to leadership team on PLC observations
● District School Support visits will monitor data toward progress on meeting set goals
● District will work collaboratively with school to implement Tyler Pulse to effectively monitor CCR data so that it is accessible to all school leadership for review.
● Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, KYOTE, Cambridge Practice Tests, ASVAB, Progress Toward Graduation, and Attendance.
● Celebrate successes of | ~~Coach~~, Educational Recovery Specialist, school coaches, and school leadership will monitor and provide one-on-one support to teachers on progress toward measurable goals and provide assistance as needed.

● District observation of PLC process
● District will provide feedback to leadership team on PLC observations
● District School Support visits will monitor data toward progress on meeting set goals
● District will work collaboratively with school to refine Tyler Pulse to effectively monitor CCR data so that it is accessible to all school leadership for review.
● Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, KYOTE, Cambridge Practice Tests, ASVAB, Progress Toward Graduation, and Attendance.
● Celebrate successes of |

		on target students	on target students
Spring	School leadership will: ● Lead PLC teams through data analysis of benchmark assessment data, EOC practice test assessment data to determine effectiveness and refine instructional practice to meet the needs of students. ● Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, KYOTE, Cambridge Practice Tests, ASVAB, Progress Toward Graduation, and Attendance. ● Celebrate successes of on target students	School leadership will: ● Will begin gradual release of PLC process and assist PLC team leaders through data analysis of benchmark assessment data, EOC practice test assessment data to determine effectiveness and refine instructional practice to meet the needs of students. ● Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, KYOTE, Cambridge Practice Tests, ASVAB, Progress Toward Graduation, and Attendance. ● Celebrate successes of on target students	School leadership will: ● Will monitor PLC teams use of data analysis of benchmark assessment data, EOC practice test assessment data to determine effectiveness and refine instructional practice to meet the needs of students. ● Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, KYOTE, Cambridge Practice Tests, ASVAB, Progress Toward Graduation, and Attendance. ● Celebrate successes of on target students

Professional Development	2017-2018	2018-2019	2019-2020
Summer	Leadership will: ● Conduct Novice Reduction training ● New Teacher Support ● Provide GradeCam training to new teachers ● Data analysis and review	Leadership will: ● Conduct Novice Reduction training ● New Teacher Support ● Provide GradeCam training to new teachers ● Data analysis and review	Leadership will: ● Conduct Novice Reduction training ● New Teacher Support ● Provide GradeCam training to new teachers ● Data analysis and review
Fall	Leadership will:	Leadership will:	Leadership will:

	● Lead a book study using <u>Classroom Assessment for Student Learning</u> ● Provide job-embedded coaching in math and literacy for engaging, rigorous instruction ● Support regular, weekly PLCs ● Provide extended PLC opportunities beyond the school day ● Training on implementing Google Classroom	● Lead a book study using <u>Classroom Strategies for Interactive Learning</u> ● Provide job-embedded coaching in math and literacy for engaging, rigorous instruction ● Support regular, weekly PLCs ● Provide extended PLC opportunities beyond the school day ● Training on implementing Google Classroom	● Lead a book study using <u>Differentiated Instructional Strategies – One Size Doesn't Fit All</u> ● Provide job-embedded coaching in math and literacy for engaging, rigorous instruction ● Support regular, weekly PLCs ● Provide extended PLC opportunities beyond the school day ● Training on implementing Google Classroom
Spring	Leadership will: ● Lead a book study using <u>Classroom Assessment for Student Learning</u> ● Provide job-embedded coaching in math and literacy for engaging, rigorous instruction ● Provide regular, weekly PLCs ● Provide extended PLC opportunities beyond the school day ● Training on implementing Google Classroom	Leadership will: ● Lead a book study using <u>Classroom Strategies for Interactive Learning</u> ● Provide job-embedded coaching in math and literacy for engaging, rigorous instruction ● Support regular, weekly PLCs ● Support extended PLC opportunities beyond the school day ● Support implementing Google Classroom	Leadership will: ● Lead a book study using <u>Differentiated Instructional Strategies – One Size Doesn't Fit All</u> ● Provide job-embedded coaching in math and literacy for engaging, rigorous instruction ● Monitor regular, weekly PLCs ● Monitor extended PLC opportunities beyond the school day ● Monitor implementing Google Classroom

Parent/Community	2017-2018	2018-2019	2019-2020
Fall	School leadership will: ● Organize and	School leadership will: ● Organize and	School leadership will: ● Organize and

	facilitate Freshmen Orientation Academy ● Create a plan to take advantage of the increased Parent Portal access to facilitate communication and online student registration ● Organize Colonel Commitment – Career, job, college fair for sophomores, juniors, seniors. ● Refine the website to update process and expectations ● Plan ConnectEd calls around assessment communication ● Create expectations for Parent Conferences ● Train teachers on logging phone contacts through Infinite Campus ● Collaborate with Title I Contact and FRYSC to develop meaningful opportunities for parent involvement	facilitate Freshmen Orientation Academy ● Grow to include Sophomore Orientation ● Organize Colonel Commitment – Career, job, college fair for sophomores, juniors, seniors. ● Update website ● Plan ConnectEd calls around assessment communication ● Explore student led conferences ● Monitor parent contacts through Infinite Campus ● Collaborate with Title I Contact and FRYSC to develop meaningful opportunities for parent involvement	facilitate Freshmen Orientation Academy ● Organize and facilitate Sophomore Orientation ● Grow to include Junior Orientation ● Organize Colonel Commitment – Career, job, college fair for sophomores, juniors, seniors. ● Update website ● Plan ConnectEd calls around assessment communication ● Monitor parent contacts through Infinite Campus ● Collaborate with Title I Contact and FRYSC to develop meaningful opportunities for parent involvement
Winter	School leadership will: ● Continue plan to increase Parent Portal access to 100% to facilitate communication and	School leadership will: ● Monitor website update process and expectations ● Implement planned ConnectEd calls	School leadership will: ● Monitor website update process and expectations ● Implement planned ConnectEd calls

	online student registration ● Monitor website update process and expectations ● Implement planned ConnectEd calls around assessment communication ● Monitor expectations for Parent Conferences ● Monitor logging phone contacts through Infinite Campus	around assessment communication ● Monitor expectations for Parent Conferences ● Monitor logging phone contacts through Infinite Campus	around assessment communication ● Monitor expectations for Parent Conferences ● Monitor logging phone contacts through Infinite Campus
Spring	School leadership will: ● Continue plan to increase Parent Portal access to 100% to facilitate communication and online student registration ● Monitor website update process and expectations ● Implement planned ConnectEd calls around assessment communication ● Monitor expectations for Parent Conferences ● Monitor logging phone contacts through Infinite Campus	School leadership will: ● Monitor website update process and expectations ● Implement planned ConnectEd calls around assessment communication ● Monitor expectations for Parent Conferences ● Monitor logging phone contacts through Infinite Campus	School leadership will: ● Monitor website update process and expectations ● Implement planned ConnectEd calls around assessment communication ● Monitor expectations for Parent Conferences ● Monitor logging phone contacts through Infinite Campus

Annual Assessments	2017 - 2018	2018 - 2019	2019 - 2020
Summer	School leadership will: ● Revise assessment plan to reflect new	School leadership will: ● Revise assessment plan	School leadership will: ● Revise

	accountability model	● Revise plan for ACT preparation activities	assessment plan ● Revise plan for ACT preparation activities
Fall	School leadership will: ● Guide teachers in the development of student growth goals ● Develop plan for quarterly EOC practice tests ● Implement plan for quarterly EOC practice tests ● Use GradeCam formative assessment data to drive instruction in the classroom ● Develop a plan for Guidance Counselors to meet with students individually about CCR benchmarks ● Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks ● Lead teachers in the analysis of Practice ACT data. ● Review and monitor reading and math intervention data ● Develop a plan for ACT preparation activities	School leadership will: ● Guide teachers in the development of student growth goals ● Model use of GradeCam formative assessment data ● Develop plan for quarterly EOC practice tests ● Implement plan for quarterly EOC practice tests ● Develop a plan for Guidance Counselors to meet with students individually about CCR benchmarks ● Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks ● Lead teachers in the analysis of Practice ACT data. ● Review and monitor reading and math intervention data	School leadership will: ● Guide teachers in the development of student growth goals ● Model use of GradeCam formative assessment data ● Develop plan for quarterly EOC practice tests ● Implement plan for quarterly EOC practice tests ● Develop a plan for Guidance Counselors to meet with students individually about CCR benchmarks ● Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks ● Lead teachers in the analysis of Practice ACT data. ● Review and monitor reading

			and math intervention data
Winter	School leadership will: - Implement plan for ACT preparation activities - Implement plan for quarterly EOC practice tests - Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks - Review and monitor reading and math intervention data	School leadership will: - Implement plan for ACT preparation activities - Implement plan for quarterly EOC practice tests - Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks - Review and monitor reading and math intervention data	School leadership will: - Implement plan for ACT preparation activities - Implement plan for quarterly EOC practice tests - Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks - Review and monitor reading and math intervention data
Spring	School leadership will: - Implement plan for ACT preparation activities - Implement plan for quarterly EOC practice tests - Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks - Review and monitor reading and math intervention data	School leadership will: - Implement plan for ACT preparation activities - Implement plan for quarterly EOC practice tests - Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks - Review and monitor reading and math intervention data	School leadership will: - Implement plan for ACT preparation activities - Implement plan for quarterly EOC practice tests - Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks - Review and

			monitor reading and math intervention data

District/School Leadership	2017 - 2018	2018 - 2019	2019 - 2020
Fall	District and school leadership will: ● Meet with the school Principal for Fall Collaborative Planning ● Participate in a Fall Customer Service Visit ● Participate in KDE monitoring visits ● Monitor PGES implementation and provide coaching as needed ● Participate in school support visit ● Provide feedback using the ELEOT instrument ● Meet with the Principal ● Report to the Board of Education regarding the Priority School's progress	District and school leadership will: ● Meet with the school Principal for Fall Collaborative Planning ● Participate in a Fall Customer Service Visit ● Participate in KDE monitoring visits ● Monitor PGES implementation and provide coaching as needed ● Participate in school support visit ● Provide feedback using the ELEOT instrument ● Meet with the Principal ● Report to the Board of Education regarding the Priority School's progress	District and school leadership will: ● Meet with the school Principal for Fall Collaborative Planning ● Participate in a Fall Customer Service Visit ● Participate in KDE monitoring visits ● Monitor PGES implementation and provide coaching as needed ● Participate in school support visit ● Provide feedback using the ELEOT instrument ● Meet with the Principal ● Report to the Board of Education regarding the Priority School's progress
Winter	District and school leadership will: ● Monitor PGES implementation and provide coaching as needed	District and school leadership will: ● Monitor PGES implementation and provide coaching as needed	District and school leadership will: ● Monitor PGES implementation and provide coaching as needed

	● Participate in school support visit ● Provide feedback using the ELEOT instrument ● Meet with the Principal ● Report to the Board of Education regarding the Priority School's progress	● Participate in school support visit ● Provide feedback using the ELEOT instrument ● Meet with the Principal ● Report to the Board of Education regarding the Priority School's progress	● Participate in school support visit ● Provide feedback using the ELEOT instrument ● Meet with the Principal ● Report to the Board of Education regarding the Priority School's progress
Spring	District and school leadership will: ● Meet with the school Principal for Spring Collaborative Planning ● Participate in KDE monitoring visits ● Monitor PGES implementation and provide coaching as needed ● Participate in school support visit ● Provide feedback using the ELEOT instrument ● Meet with the Principal ● Report to the Board of Education regarding the Priority School's progress	District and school leadership will: ● Meet with the school Principal for Spring Collaborative Planning ● Participate in KDE monitoring visits ● Monitor PGES implementation and provide coaching as needed ● Participate in school support visit ● Provide feedback using the ELEOT instrument ● Meet with the Principal ● Report to the Board of Education regarding the Priority School's progress	District and school leadership will: ● Meet with the school Principal for Spring Collaborative Planning ● Participate in KDE monitoring visits ● Monitor PGES implementation and provide coaching as needed ● Participate in school support visit ● Provide feedback using the ELEOT instrument ● Meet with the Principal ● Report to the Board of Education regarding the Priority School's progress

<u>Annual Goals</u>
Please Note: You may only type in the gray areas.

Develop **_annual_** S.M.A.R.T. goals (Goals must be <u>s</u>pecific, <u>m</u>easureable, <u>a</u>ttainable,

realistic, and time bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Reading/English		2017 - 2018	2018 - 2019	2019 -2020
Purpose: Christian County High School will increase the percentage of proficient reading scores on appropriate measures for each grade level over the next three years.				
Reading Baseline Data: 2016-17 Common Assessment testing 9th grade proficiency rate 40%.	9th grade CCHS will increase the percentage of proficient scores on Common Assessment testing from 40% to 65% over three years.	English 1 Common Assessment testing 9th grade Proficiency rate will increase to 47%.	English 1 Common Assessment testing 9th grade Proficiency rate will increase to 54%.	English 1 Common Assessment testing 9th grade Proficiency rate will increase to 60%.
Reading Baseline Data: Spring 2017 English 2 Reading Benchmark Exam proficiency rate 44%	10th grade CCHS will increase the percentage of proficient reading scores on the English 2 End of Course Exam from 44 % to 60 % over three years.	English 2 EOC Proficiency rate will increase to 49%.	English 2 EOC Proficiency rate will increase to 54%.	English 2 EOC Proficiency rate will increase to 60%.
Reading Baseline Data: 2017 ACT reading benchmark rate 49%.	11th grade CCHS will increase the percentage of 11th graders meeting and exceeding benchmark scores for college readiness in reading on the ACT from 49% to 65% over three years.	ACT percentage of students meeting and exceeding reading benchmark will increase to 55%.	ACT percentage of students meeting and exceeding reading benchmark will increase to 60%.	ACT percentage of students meeting and exceeding reading benchmark will increase to 65%.
English Baseline Data: 2017 ACT benchmark rate 49%.	11th grade CCHS will increase the percentage of 11th graders meeting and exceeding	ACT percentage of students meeting and exceeding English benchmark will increase to 55%.	ACT percentage of students meeting and exceeding English benchmark will increase to 60%.	ACT percentage of students meeting and exceeding English benchmark will increase to 65%.

	benchmark scores for college readiness in English on the ACT from 49% to 65% over three years.			
Reading Baseline Data: 2017 CCR rate 80%.	12th grade CCHS will increase the number of graduates who attain college and career readiness based on KY CCR measures from 80% to 100% over three years.	Graduates attaining CCR will increase to 87%	Graduates attaining CCR will increase to 95%	Graduates attaining CCR will increase to 100%
English Baseline Data: 2017 CCR rate 80%.	12th grade CCHS will increase the number of graduates who attain college and career readiness based on KY CCR measures from 80% to 100% over the next three years.	Graduates attaining CCR will increase to 87%	Graduates attaining CCR will increase to 95%	Graduates attaining CCR will increase to 100%

Mathematics		2017-2018	2018-2019	2019-2020
Purpose: Christian County High School will Christian County High School will increase the percentage of proficient math scores on appropriate measures for each grade level over the next three years.				
Math Baseline Data : 2016-17 common assessment 9th grade math exams proficiency rate 65%.	9th grade CCHS will increase the percentage of proficient scores on the Geometry common assessments from 65% to 85% over the next three	Algebra I common assessment Proficiency rates will increase to 72%	Algebra I common assessment Proficiency rates will increase to 79%.	Algebra I common assessment Proficiency rates will increase to 85%.

	years.			
Math Baseline Data : 2016-17 common assessment 10th grade math exams proficiency rate 55%.	10th grade CCHS will increase the percentage of proficient scores on the Geometry common assessments from 55% to 80% over the next three years.	Geometry common assessment Proficiency rates will increase to 67%.	Geometry common assessment Proficiency rates will increase to 75%.	Geometry common assessment Proficiency rates will increase to 80%.
Math Baseline Data: 2017 ACT reading benchmark rate 26%	11th grade CCHS will increase the percentage of 11th graders meeting and exceeding benchmark scores for college readiness in math on the ACT from 26% to 50% over the next three years.	ACT percentage of students meeting and exceeding math benchmark will increase to 34%.	ACT percentage of students meeting and exceeding math benchmark will increase to 42%.	ACT percentage of students meeting and exceeding math benchmark will increase to 50%.
Math Baseline Data: 2017 CCR rate 84%.	12th grade CCHS will increase the number of graduates who attain college and career readiness based on KY CCR measures from 84% to 100% over the next three years.	Graduates attaining CCR will increase to 89%	Graduates attaining CCR will increase to 95%	Graduates attaining CCR will increase to 100%

Develop **_quarterly_** S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Reading/English	Christian County High School will increase the percentage of proficient reading scores on appropriate measures for each grade level over the next year.

SMART Goals 2017 - 2018	1st quarter	2nd quarter	3rd quarter	4th quarter
Reading Baseline Data: Spring 2017 English 1 (9th) common assessment 9th grade proficiency rate 40%; English 2 (10th) Reading benchmark proficiency rate 44%; 2017 ACT reading (11th) benchmark rate 49%; ACT English (11th) benchmark rate 49%; 2017 CCR Reading (12th) rate 80%; 2017 CCR English (12th) rate 80%	(9th) Increase the percentage of proficient scores on the English 1 common assessments from 40% to 42%; (10th) Increase the percentage of proficient reading scores on the English 2 benchmark Exam from 44% to 45%; (11th) Increase English and Reading ACT benchmark rates from 49% to 50%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR Reading and English measures from 80% to 82%.	(9th) Increase the percentage of proficient scores on the English 1 common assessments from 42% to 44%; (10th) Increase the percentage of proficient reading scores on the English 2 benchmark Exam from 45% to 46%; (11th) Increase English and Reading ACT benchmark rates from 50% to 52%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR Reading and English measures from 82% to 84%.	(9th) Increase the percentage of proficient scores on the English 1 common assessments from 44% to 46%; (10th) Increase the percentage of proficient reading scores on the English 2 benchmark Exam from 46% to 48%; (11th) Increase English and Reading ACT benchmark rates from 52% to 53%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR Reading and English measures from 84% to 86%.	(9th) Increase the percentage of proficient scores on the English 1 common assessments from 46% to 47%; (10th) Increase the percentage of proficient reading scores on the English 2 benchmark Exam from 48% to 49%; (11th) Increase English and Reading ACT benchmark rates from 53% to 55%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR Reading and English measures from 86% to 87%.

Math	Christian County High School will increase the percentage of proficient math scores on appropriate measures for each grade level over the next year.			
SMART Goals 2017-2018	1st quarter	2nd quarter	3rd quarter	4th quarter
Math Baseline Data: Spring 2017 (9th) Algebra 1 common assessment proficiency rate 65%; (10th)	(9th) Increase the percentage of proficient scores on the Algebra 1 common assessments from 65% to 67%; (10th)	(9th) Increase the percentage of proficient scores on the Algebra 1 common assessments from 67% to 69%; (10th)	(9th) Increase the percentage of proficient scores on the Algebra 1 common assessments from 69% to 70%; (10th)	(9th) Increase the percentage of proficient scores on the Algebra 1 common assessments from 70% to 72%; (10th)

common assessment Geometry proficiency rate 55%; (11th) ACT Math college readiness rate 26%; (12th) CCR rate 84%.	Increase the percentage of proficient scores on the Geometry common assessments from 55% to 57%; (11th) Increase ACT Math College readiness from 26% to 28%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 84% to 85%.	Increase the percentage of proficient scores on the Geometry common assessments from 57% to 60%; (11th) Increase ACT Math College readiness from 28% to 30%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 85% to 86%.	Increase the percentage of proficient scores on the Geometry common assessments from 60% to 64%; (11th) Increase ACT Math College readiness from 30% to 32%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 86% to 88%.	Increase the percentage of proficient scores on the Geometry common assessments from 64% to 67%; (11th) Increase ACT Math College readiness from 32% to 34%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 88% to 89%.

Reading/English	CCHS will increase the percentage of proficient reading scores on appropriate measures for each grade level over the next year.			
SMART Goals 2018-2019	1st quarter	2nd quarter	3rd quarter	4th quarter
Reading Baseline Data: Spring 2017 English 1 (9th) common assessment 9th grade proficiency rate 40%; English 2 (10th) Reading benchmark proficiency rate 44%; 2017 ACT reading (11th) benchmark rate 49%; ACT English (11th) benchmark rate 49%; 2017 CCR Reading (12th) rate 80%; 2017 CCR English (12th) rate 80%	(9th) Increase the percentage of proficient scores on the English 1 common assessments from 47% to 48%; (10th) Increase the percentage of proficient reading scores on the English 2 benchmark Exam from 49% to 50%; (11th) Increase English and Reading ACT benchmark rates from 55% to 56%;	(9th) Increase the percentage of proficient scores on the English 1 common assessments from 48% to 50%; (10th) Increase the percentage of proficient reading scores on the English 2 benchmark Exam from 50% to 51%; (11th) Increase English and Reading ACT benchmark rates from 56% to 57%;	(9th) Increase the percentage of proficient scores on the English 1 common assessments from 50% to 52%; (10th) Increase the percentage of proficient reading scores on the English 2 benchmark Exam from 51% to 53%; (11th) Increase English and Reading ACT benchmark rates from 57% to 59%;	(9th) Increase the percentage of proficient scores on the English 1 common assessments from 52% to 54%; (10th) Increase the percentage of proficient reading scores on the English 2 benchmark Exam from 53% to 54%; (11th) Increase English and Reading ACT benchmark rates from 59% to 60%;

	(12th) Increase the number of graduates who attain college and career readiness based on KY CCR Reading and English measures from 87% to 88%.	(12th) Increase the number of graduates who attain college and career readiness based on KY CCR Reading and English measures from 88% to 90%.	(12th) Increase the number of graduates who attain college and career readiness based on KY CCR Reading and English measures from 90% to 93%.	(12th) Increase the number of graduates who attain college and career readiness based on KY CCR Reading and English measures from 93% to 95%.

Math	CCHS will increase the percentage of proficient math scores on appropriate measures for each grade level over the next year.			
SMART Goals 2018-2019	1st quarter	2nd quarter	3rd quarter	4th quarter
Math Baseline Data: Spring 2017 (9th) Algebra 1 common assessment proficiency rate 65%; (10th) common assessment Geometry proficiency rate 55%; (11th) ACT Math college readiness rate 26%; (12th) CCR rate 84%.	(9th) Increase the percentage of proficient scores on the Algebra 1 common assessments from 72% to 73%; (10th) Increase the percentage of proficient scores on the Geometry common assessments from 67% to 68%; (11th) Increase ACT Math College readiness from 34% to 35%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 89% to 90%.	(9th) Increase the percentage of proficient scores on the Algebra 1 common assessments from 73% to 75%; (10th) Increase the percentage of proficient scores on the Geometry common assessments from 68% to 70%; (11th) Increase ACT Math College readiness from 35% to 37%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 90% to 92%.	(9th) Increase the percentage of proficient scores on the Algebra 1 common assessments from 75% to 77%; (10th) Increase the percentage of proficient scores on the Geometry common assessments from 70% to 73%; (11th) Increase ACT Math College readiness from 37% to 40%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 92% to 93%.	(9th) Increase the percentage of proficient scores on the Algebra 1 common assessments from 77% to 79%; (10th) Increase the percentage of proficient scores on the Geometry common assessments from 73% to 75%; (11th) Increase ACT Math College readiness from 40% to 42%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 93% to 95%.

Reading/English	CCHS will increase the percentage of proficient reading scores on appropriate measures for each grade level over the next year.			
SMART Goals 2019-2020	1st quarter	2nd quarter	3rd quarter	4th quarter
Reading Baseline Data: Spring 2017 English 1 (9th) common assessment 9th grade proficiency rate 40%; English 2 (10th) Reading benchmark proficiency rate 44%; 2017 ACT reading (11th) benchmark rate 49%; ACT English (11th) benchmark rate 49%; 2017 CCR Reading (12th) rate 80%; 2017 CCR English (12th) rate 80%	(9th) Increase the percentage of proficient scores on the English 1 common assessments from 54% to 55%; (10th) Increase the percentage of proficient reading scores on the English 2 benchmark Exam from 54% to 55%; (11th) Increase English and Reading ACT benchmark rates from 60% to 61%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR Reading and English measures from 95% to 96%.	(9th) Increase the percentage of proficient scores on the English 1 common assessments from 55% to 57%; (10th) Increase the percentage of proficient reading scores on the English 2 benchmark Exam from 55% to 57%; (11th) Increase English and Reading ACT benchmark rates from 61% to 62%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR Reading and English measures from 96% to 97%.	(9th) Increase the percentage of proficient scores on the English 1 common assessments from 57% to 59%; (10th) Increase the percentage of proficient reading scores on the English 2 benchmark Exam from 57% to 59%; (11th) Increase English and Reading ACT benchmark rates from 62% to 64%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR Reading and English measures from 97% to 99%.	(9th) Increase the percentage of proficient scores on the English 1 common assessments from 59% to 60%; (10th) Increase the percentage of proficient reading scores on the English 2 benchmark Exam from 59% to 60%; (11th) Increase English and Reading ACT benchmark rates from 64% to 65%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR Reading and English measures from 99% to 100%.

Math	CCHS will increase the percentage of proficient math scores on appropriate measures for each grade level over the next year.			
SMART Goals 2019-2020	1st quarter	2nd quarter	3rd quarter	4th quarter
Math Baseline Data: Spring 2017 (9th) Algebra 1 common assessment	(9th) Increase the percentage of proficient scores on the Algebra 1 common	(9th) Increase the percentage of proficient scores on the Algebra 1 common	(9th) Increase the percentage of proficient scores on the Algebra 1 common	(9th) Increase the percentage of proficient scores on the Algebra 1 common

proficiency rate 65%; (10th) common assessment Geometry proficiency rate 55%; (11th) ACT Math college readiness rate 26%; (12th) CCR rate 84%.	assessments from 79% to 80%; (10th) Increase the percentage of proficient scores on the Geometry common assessments from 75% to 76%; (11th) Increase ACT Math College readiness from 42% to 43%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 95% to 96%.	assessments from 80% to 82%; (10th) Increase the percentage of proficient scores on the Geometry common assessments from 76% to 77%; (11th) Increase ACT Math College readiness from 43% to 45%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 96% to 97%.	assessments from 82% to 84%; (10th) Increase the percentage of proficient scores on the Geometry common assessments from 77% to 79%; (11th) Increase ACT Math College readiness from 45% to 48%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 97% to 99%.	assessments from 84% to 85%; (10th) Increase the percentage of proficient scores on the Geometry common assessments from 79% to 80%; (11th) Increase ACT Math College readiness from 48% to 50%; (12th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 99% to 100%.

After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.

Should the school not make progress toward goals, district staff will participate alongside school leadership in reviewing data, process, and performance. Together the school leadership and district leadership will attempt to determine if there are barriers that are preventing progress, if the plan is being implemented with fidelity, determine if the goal was reasonable, and how to modify the implementation so that demonstrable progress can be made.

The school leadership team will meet weekly to monitor the progress toward meeting CCR goals, graduation, effectiveness of interventions, and novice reduction. The plan will also be monitored by the district through school support visits.

Consultation
Please Note: You may only type in the gray areas.

Describe how the district collaborated with the SBDM Council and other relevant stakeholders including Board of Education members, school leadership, school staff, parents and the community during the SIG planning process. Include how stakeholders were involved in the identification of needs, development of the

intervention model, and identifying best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model throughout the grant cycle.

During 2011, district staff and school staff met with Dr. Rhonda Dunn, Educational Recovery Director to discuss the process for the school improvement grant application. At that time key staff was identified and was involved in the original application process.

For this application, district staff, school leadership, the Educational Recovery Specialist, and coaches have met several times and have worked collaboratively to complete the application for Christian County High School. All teachers have been engaged in discussions led by the school leadership team regarding school improvement. The principal has presented to the Board of Education on a monthly basis to update them about the progress of Christian County High School.

The initiatives of the work for the school improvement grant have been shared with the teaching staff of Christian County High School. The results of the Diagnostic Review have been shared and explained. The leadership of the school has created a one page Improvement Initiatives for the 2016-2017 SY and will be updating it based on data over the summer for the 2017-18 SY. It includes the improvement priorities from the Diagnostic Review, but also includes the things that the school leadership and teachers know need to happen to make the school move forward. In this instance, everyone is literally on the same page.

The 2015-2017 improvement initiatives are:

- Mission and Vision
- Instructional Process
- Continuous Improvement Plan (Assessment Plan)
- Student Advocacy/Advisory
- Grading Policy
- PBIS/Discipline Model
- Teacher Coaching/Development/Retention
- GAP Achievement

In the fall of 2017, we will still leave all improvement initiatives in place minus Mission and Vision. The Mission and Vision has been embedded in the culture. Though the other improvement initiatives had improved according to our Diagnostic Review, they are not yet sustainable. We still need to continue to monitor these initiatives to ensure that expectations are being met. Our December 2016 Diagnostic Review indicated that student engagement and instructional processes needed to be improved. We will continue our work in PLCs on ways to engage students in the instructional process.

Immediate initiatives for the summer of 2017 are:

- Incoming freshmen interventions (addressing high number of novices in math and reading)
- ACT/KYOTE camps for students missing only one benchmark to become "College Ready" from the

incoming senior class. Reducing the number of CCR intervention classes needed at CCHS for 2017-18.
- Developing and refining the PLC process. Focusing the PLCs on student use of technology and student engagement.
- A 2-day Novice Reduction workshop for teacher leaders and school leadership with the Kentucky Department of Education Novice Reduction coaches.

Stakeholders will continue to be informed of the school improvement initiatives and implementation through Board meeting presentations, personal contact, school website, Parent Portal/Infinite Campus, social media (Facebook, Twitter), district e-newsletter, and local newspaper reports.

School Budget Narrative
Please Note: You may only type in the gray areas

Describe how the school intends to use the SIG funds for each year of the grant's duration. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.

The School Improvement Team reviewed data from multiple sources throughout the review process.

- School Report Card
- TELL Survey
- Employee Engagement Surveys
- ELEOT Walkthrough Data
- PGES Observation Data
- Student Survey/Parent Survey
- Diagnostic Review Results

The School Improvement Team identified these main areas for improvement and will strategically focus time, effort, and funding toward addressing long-term systemic change.

- Schools-wide systemic improvement
- Student Engagement
- Literacy intervention initiatives
- Math intervention initiatives
- College and Career Readiness
- Instructional Model

Expenditures will be reviewed annually by the School Improvement Team to determine their effectiveness. Modifications or amendments will be made based on the most up to date data available in order to be responsive to student needs. The School Improvement Team will build sustainability beyond the life of the SIG grant by establishing systems that can be supported through multiple state, federal and local funding sources.

 Funding is designated annually over a 3 years to build capacity within the school and create systemic change.

YEAR 1		
MUNIS CODE	**BUDGET NARRATIVE**	**AMOUNT REQUESTED**
110	**Certified Services (Contract):** 1.0 FTE ~~School Improvement Coach~~/~~Grant Coordinator~~ (185 days) *Rationale:* ~~The School Improvement Coach/Grant Coordinator will oversee the work outlined in the grant proposal. The School Improvement Coach/Grant Coordinator will be responsible for grant reporting and documentation. This role will be vital in building capacity in the school to emphasize instruction and support that provides teachers with competencies and skills that build on their current level of expertise. Over the three years of the grant, the School Improvement Coach will shift responsibility for task completion over time as the teachers exhibit proficiency with skills and strategies. The School Improvement Coach will facilitate effective communication among the team members and stakeholders through active listening, thoughtful and reflective questioning, providing feedback, and relationship building. The School Improvement Coach will facilitate the improvement process as part of the leadership team by ensuring the team is prepared for meetings, assisting with establishing norms and rules, communicating clear meeting outcomes, facilitating the data analysis process, guiding the work to establish challenging and achievable goals, and monitoring the work toward those goals.~~ 1.0 ~~ELA~~ Curriculum Coach *Rationale:* When reviewing the English EOC data there are still a large number of students scoring novice. ACT ~~E~~english (16.6) and Reading (17.6) are low than the state average. English II scores are low. A writing plan was implemented during the 16-17 school year, but teachers need continued support. With the large number of students entering high school who are not ready for Algebra I, teachers will need support on how to differentiate to meet student needs in core content areas. 1.0 Reading Intervention Teacher	$~~234,000~~129,600

	Rationale: While students coring novice in reading is beginning to decline (from 63.4% in 2013-2014 to 58.1% in 2015-2016 for AA, 55.4% in 2013-2014 to 48.1% for F/R, and 40% in 2013-2014 to 38.1% for students with disabilities), the number of students scoring novice is still unacceptably high. 1.0 Math Intervention Teacher *Rationale:* The percentage of African American students scoring novice has increased from 2013-14 (21.2%) to 2015-2016 (31.8%). The percentage of Free/Reduced lunch students scoring novice increased from 2013-2014 (23.8%) to 2015-16 (25.8%). Average ACT scores (16.8) are lower than the state average.	
111	~~School Improvement Coach/Grant Coordinator (185 days) (30 extended days)~~ ~~*Rationale:*~~ ~~It will be important for the School Improvement Coach to work with the school leadership team during the extended days on planning for professional development, grant reporting requirements, and planning the grant implementation for the next school year.~~ ~~CCHS has experience high turnover for the past several years. At the beginning of SY 15-16, there are 35 new teachers on staff. There is a great need for mentor teachers, additional professional development time with these new teachers, and they will need additional coaching in order to be successful. These teachers will need the support to be successful and if we hope to retain them in the field. The amount of support is gradually reduced over the life of the grant as capacity is built and teacher retention is increased.~~	$~~6600.00~~
113	**Other Certified (Not Part of Contract:** Other Certified (Not Part of Contract): ACT Preparation Boot Camp/After School - Summer Credit Recovery/EOC Preparation (3 hourly tutors $23.93 x 18 hours per week for 18 weeks = $7753.32 *Rationale:* The ACT Boot Camp and after school preparation for EOC will	$~~34,076.32~~28,823

	increase the number of successful students reaching benchmarks and graduation. **Other Certified (Not Part of Contract):** Extended PLCs ($23.93 x 1 hour x 55 teachers x 20 afterschool PLCs = $26,323.00 The PLC process at CCHS is still fragile in its implementation. There is a tremendous amount of work to be done and this additional time is needed to begin to build teacher capacity and for the PLC process to be a fully embedded, continuous part of the school culture. During the first year, the work will be centered around Classroom Assessment for Student Learning (CASL) and Classroom Strategies for Interactive Learning. PLC teams will refine common assessments which will improve the rigor of the common assessments.	
120	~~Substitutes for:~~ ~~Teachers to participate in Instructional Rounds~~ ~~Teachers to visit high performing high schools~~ ~~Teachers to engage in professional development~~ ~~$90 per day x 30 days to provide coverage = $2700~~ ~~*Rationale:*~~ ~~Providing substitute coverage will allow for teachers to participate in meaningful professional development, observe in other schools in the district and other high performing schools.~~	$~~2700~~
131	**Other Classified Pay:** Classified Tutor(s) 3 hourly classified tutors to assist with test preparation tutoring 18 hours per week x 18 weeks x 8.74 = $2831.76 (x3) *Rationale:* The tutors will perform much of the day to day work of the ACT Boot Camp and after school preparation for EOC. This work will increase the number of successful students reaching benchmarks and graduation.	$~~8495.28~~6800.00
221	**FICA**	$ ~~15,508.99~~564.20
222	**Medicare**	$~~3,627.10~~131.95
231	**KTRS**	$~~35,132.25~~20775.45
260	**Workman's Compensation**	$~~1,217.43~~645.00
294	**Federally Funded Health Care Benefits**	$~~56,000~~30000

295	**Federally Funded Life Insurance Benefits**	$~~112.56~~48.24
296	**Federally Funded State Administration**	$~~616.56~~264.24
321	**Workshop Consultant(s):** ~~Student Engagement~~ ~~Instructional Model~~ *~~Rationale:~~* ~~The workshop consultant topics are based on feedback from the April 2016 Diagnostic Review.~~ ~~During the Diagnostic Review, classroom observations revealed that nearly all instruction is teacher-centered and whole group. This is consistent with District walkthrough findings. Instances in which students had differentiated learning opportunities and activities that meet their needs were evident/very evident in only 27 percent of classrooms.~~ ~~Observations did not reveal the use of a consistent instructional process in all classrooms. Observations revealed that use of formative assessment practices were limited (e.g., asking probing questions to check understanding).~~	$~~1000~~
322	**Educational Consultant:** ~~Instructional Process~~ *~~Rationale:~~* ~~Professional development must be provided in order to address the Improvement Priority to develop, implement, and monitor a school wide "instructional process" that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) given multiple opportunities to demonstrate their understanding of content through formative assessments. The implementation of the instructional process must result in teachers consistently using assessment data, (including formative assessment data) to inform modifications to instruction, including the use of differentiated/individualized instruction, and that student are provided specific and timely feedback about their learning~~.	$~~1000~~
335	**Professional Consultant:** ~~Instructional Process~~ *~~Rationale:~~* ~~Professional development must be provided in order to address the Improvement Priority to develop, implement, and~~	$~~1000~~

	monitor a school wide "instructional process" that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) given multiple opportunities to demonstrate their understanding of content through formative assessments. The implementation of the instructional process must result in teachers consistently using assessment data, (including formative assessment data) to inform modifications to instruction, including the use of differentiated/individualized instruction, and that student are provided specific and timely feedback about their learning.	
338		
514	**Contracted Bus Services** College Trips	$7000
541	**Radio and Television Advertising:** Promote school and student success within the community. Communicate and raise awareness of stakeholders understanding of school purpose and beliefs. *Rationale:* While the school has engaged in an inclusive and collaborative process over the summer and beginning of this school year to develop the school's mission and vision statement, the Diagnostic Review Improvement Priority indicates that there is a lack of a process to develop, communicate, effectively implement, or monitor the school's purpose statement. School leadership will work with the Director of Communication to create a targeted, strategic communication plan to inform stakeholders of the school's purpose and celebrations.	$500
542	**Newspaper Advertising:** Promote school and student success within the community. Communicate and raise awareness of stakeholders understanding of school purpose and beliefs. *Rationale:* While the school has engaged in an inclusive and collaborative process over the summer and beginning of this school year to develop the school's mission and vision statement, the Diagnostic Review Improvement Priority indicates that there is a lack of a process to develop, communicate, effectively implement, or monitor the school's purpose statement. School leadership will work with the Director of Communication to create a targeted, strategic communication	$500

	~~plan to inform stakeholders of the school's purpose and celebrations.~~	
552	**Posters:** ~~Promote students successfully on track to meet graduation requirements, CCR requirements, and ACT targets.~~	$~~1500~~
581	**Travel (In District):**	
582	**Travel (Out of District): Mileage reimbursement for teachers/staff to visit other high performing high schools.**	~~500~~
584	**Travel (Out of State): Travel to present at regional conferences**	~~800~~
585	**Travel (Meals):**	~~210~~
586	**Travel (Lodging):**	~~1200~~
616	**Food Non-Instructional Non-Food Service:** Bottled water, soft drinks provided at parent meetings, community meetings to address basic comfort needs and create a welcoming environment.	$~~250.00~~
617	**Food Instructional Non-Food Service:** Bottled water, soft drinks provided at afterschool PLC meetings to address basic comfort needs and create a welcoming environment.	$~~250.00~~
627	**Diesel Fuel:** ~~ACT Bootcamp/Summer School/Credit Recovery (diesel for bus transportation)~~	$~~10,000~~
641		
642		
643	**Supplemental Books, Study Guides, and Curriculum:** ACT Preparation Materials READ 180 rBooks MATH 180 Student Books Student SmartBook/Handbook (part of advocacy)	$~~15,000~~2700
646	**Tests – Data Required for State Reporting:** ~~Reading Inventory (RI) [hosted] $2400~~ ~~Math Inventory (MI) [hosted] $2400~~	$~~4800~~
734	**Technology Related Hardware:** Chromebook 60 x 215 = 12,900 Charging cart 1047 x 2 = 2094.00 Headphones 41.72 x 120 = 5006.00 First Year Cost only Student engagement - ~~one to one Chromebooks for accessing Google Drive (Docs, Sheets, and Slides) for~~ 1) Students use digital tools/technology to gather, evaluate and/or use information for learning. 2) Students use digital tools/technology to conduct research, solve problems and/or	$~~150,000~~20000

	create original works for learning. 3) Students use digital tools/technology to communicate and work collaboratively for learning. Roll out Year 1 - Freshmen and Sophomores. Headphones for intervention programs.	
735	**Technology Related Software:** MATH 180 Course I Intervention Software (40 licenses) MATH 180 Course II Intervention Software (40 licenses) This suggesting that a significant portion of the student population is not being exposed to learning environments and experiences that meet their educational needs and help ensure college and career preparedness. Interventions such as MATH 180 and READ 180 will better meet the needs of those students. This expenditure is in YEAR 1 only.	$~~85,000.00~~ **65,000**
894	**Instructional Field Trips:** ~~College Visits to support College and Career Readiness~~	$~~2,000~~
	YEAR 1 TOTAL	$~~680,656.49~~ **305,352.08**

YEAR 2		
MUNIS CODE	**BUDGET NARRATIVE**	**AMOUNT REQUESTED**
110	**Certified Services (Contract):** ~~2.0 FTE School Improvement Coach/Grant Coordinator (185 days)~~ *Rationale:* ~~The School Improvement Coach/Grant Coordinator will oversee the work outlined in the grant proposal. The School Improvement Coach/Grant Coordinator will be responsible for grant reporting and documentation. This role will be vital in building capacity in the school to emphasize instruction and support that provides teachers with competencies and skills that build on their current level of expertise. Over the three years of the grant, the School Improvement Coach will shift responsibility for task completion over time as the teachers exhibit proficiency with skills and strategies. The School Improvement Coach will facilitate effective communication among the team members and stakeholders through active listening, thoughtful and reflective questioning, providing feedback, and relationship building. The School Improvement Coach will facilitate the improvement process as part of the leadership team by ensuring the team is prepared for meetings, assisting with establishing norms and rules, communicating clear meeting outcomes, facilitating the data analysis process, guiding the work to establish challenging and achievable goals, and monitoring the work toward those goals.~~ 1.0 ELA Coach *Rationale:* When reviewing the English EOC data there are still a large number of students scoring novice. ACT english (16.6) and Reading (17.6) are low than the state average. English II scores are low. A writing plan was implemented during the 16-17 school year, but teachers need continued support. 1.0 Reading Intervention Teacher *Rationale:* While students scoring novice in reading is beginning to decline (from 63.4% in 2013-2014 to 58.1% in 2015-2016 for	$**129,600**~~234,000~~

	AA, 55.4% in 2013-2014 to 48.1% for F/R, and 40% in 2013-2014 to 38.1% for students with disabilities), the number of students scoring novice is still unacceptably high. 1.0 Math Intervention Teacher *Rationale:* The percentage of African American students scoring novice has increased from 2013-14 (21.2%) to 2015-2016 (31.8%). The percentage of Free/Reduced lunch students scoring novice increased from 2013-2014 (23.8%) to 2015-16 (25.8%). Average ACT scores (16.8) are lower than the state average.	
111	~~School Improvement Coach~~/Grant Coordinator (185 days) (30 extended days) *Rationale:* ~~It will be important for the School Improvement Coach to work with the school leadership team during the extended days on planning for professional development, grant reporting requirements, and planning the grant implementation for the next school year.~~ ~~CCHS has experience high turnover for the past several years. At the beginning of SY 15-16, there are 35 new teachers on staff. There is a great need for mentor teachers, additional professional development time with these new teachers, and they will need additional coaching in order to be successful. These teachers will need the support to be successful and if we hope to retain them in the field. The amount of support is gradually reduced over the life of the grant as capacity is built and teacher retention is increased.~~	$~~6600~~
113	**Other Certified (Not Part of Contract):** Other Certified (Not Part of Contract): ACT Preparation Boot Camp/After School - Summer Credit Recovery/EOC Preparation (3 hourly tutors $23.93 x 18 hours per week for 18 weeks = $7753.32 *Rationale:* The ACT Boot Camp and after school preparation for EOC will increase the number of successful students reaching benchmarks and graduation. **Other Certified (Not Part of Contract):** Extended PLCs ($23.93 x 1 hour x 55 teachers x 20 afterschool PLCs =	$~~26,323~~$28,823

	$26,323.00 The PLC process at CCHS is still fragile in its implementation. There is a tremendous amount of work to be done and this additional time is needed to begin to build teacher capacity and for the PLC process to be a fully embedded, continuous part of the school culture. During the first year, the work will be centered around Classroom Assessment for Student Learning (CASL) and Classroom Strategies for Interactive Learning. PLC teams will refine common assessments which will improve the rigor of the common assessments.	
120	~~Substitutes for:~~ ~~Teachers to participate in Instructional Rounds~~ ~~Teachers to visit high performing high schools~~ ~~Teachers to engage in professional development~~ ~~$90 per day x 30 days to provide coverage = $2700~~ ~~*Rationale:*~~ ~~Providing substitute coverage will allow for teachers to participate in meaningful professional development, observe in other schools in the district and other high performing schools.~~	$~~2700~~
131	**Other Classified Pay:** Classified Tutor(s) 3 hourly classified tutors to assist with test preparation tutoring 18 hours per week x 18 weeks x 8.74 = $2831.76 (x3) *Rationale:* The tutors will perform much of the day to day work of the ACT Boot Camp and after school preparation for EOC. This work will increase the number of successful students reaching benchmarks and graduation.	$~~8,495.28~~$6800
221	**FICA**	$ ~~15,508.99~~564.20
222	**Medicare**	$~~3,627.10~~131.95
231	**KTRS**	$~~35,132.25~~ 20775.45
260	**Workman's Compensation**	$~~1,217.43~~645.00
294	**Federally Funded Health Care Benefits**	$~~56,000~~30,000
295	**Federally Funded Life Insurance Benefits**	$~~3,112.56~~48.24
296	**Federally Funded State Administration**	$~~616.56~~264.24

321	**Workshop Consultant(s):** ~~Student Engagement~~ ~~Instructional Model~~ *~~Rationale:~~* ~~The workshop consultant topics are based on feedback from the April 2016 Diagnostic Review.~~ ~~During the Diagnostic Review, classroom observations revealed that nearly all instruction is teacher-centered and whole group. This is consistent with District walkthrough findings. Instances in which students had differentiated learning opportunities and activities that meet their needs were evident/very evident in only 27 percent of classrooms.~~ ~~Observations did not reveal the use of a consistent instructional process in all classrooms. Observations revealed that use of formative assessment practices were limited (e.g., asking probing questions to check understanding).~~	$~~1000~~
322	**Educational Consultant:** Instructional Process *~~Rationale:~~* ~~Professional development must be provided in order to address the Improvement Priority to develop, implement, and monitor a school wide "instructional process" that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) given multiple opportunities to demonstrate their understanding of content through formative assessments. The implementation of the instructional process must result in teachers consistently using assessment data, (including formative assessment data) to inform modifications to instruction, including the use of differentiated/individualized instruction, and that student are provided specific and timely feedback about their learning.~~	$~~1000~~
335	**Professional Consultant:** ~~Instructional Process~~ *~~Rationale:~~* ~~Professional development must be provided in order to address the Improvement Priority to develop, implement, and monitor a school wide "instructional process" that ensures all students are 1) clearly informed of learning expectations, 2)~~	$~~1000~~

	~~provided exemplars of high quality work, and 3) given multiple opportunities to demonstrate their understanding of content through formative assessments. The implementation of the instructional process must result in teachers consistently using assessment data, (including formative assessment data) to inform modifications to instruction, including the use of differentiated/individualized instruction, and that student are provided specific and timely feedback about their learning.~~	
338		
514	**Contracted Bus Services** ~~College Trips~~	$~~7000~~
541	**Radio and Television Advertising:** ~~Promote school and student success within the community. Communicate and raise awareness of stakeholders understanding of school purpose and beliefs.~~ ~~*Rationale:*~~ ~~While the school has engaged in an inclusive and collaborative process over the summer and beginning of this school year to develop the school's mission and vision statement, the Diagnostic Review Improvement Priority indicates that there is a lack of a process to develop, communicate, effectively implement, or monitor the school's purpose statement. School leadership will work with the Director of Communication to create a targeted, strategic communication plan to inform stakeholders of the school's purpose and celebrations.~~	$~~500~~
542	**Newspaper Advertising:** ~~Promote school and student success within the community. Communicate and raise awareness of stakeholders understanding of school purpose and beliefs.~~ ~~*Rationale:*~~ ~~While the school has engaged in an inclusive and collaborative process over the summer and beginning of this school year to develop the school's mission and vision statement, the Diagnostic Review Improvement Priority indicates that there is a lack of a process to develop, communicate, effectively implement, or monitor the school's purpose statement. School leadership will work with the Director of Communication to create a targeted, strategic communication plan to inform stakeholders of the school's purpose and celebrations.~~	$~~500~~

552	**Posters:** ~~Promote students successfully on track to meet graduation requirements, CCR requirements, and ACT targets.~~	$~~1500~~
581	**Travel (In District):**	
582	**Travel (Out of District):** ~~Mileage reimbursement for teachers/staff to visit other high performing high schools.~~	~~500~~
584	**Travel (Out of State):** ~~Travel to present at regional conferences~~	~~800~~
585	**Travel (Meals):**	~~210~~
586	**Travel (Lodging):**	~~1200~~
616	**Food Non-Instructional Non-Food Service:** ~~Bottled water, soft drinks provided at parent meetings, community meetings to address basic comfort needs and create a welcoming environment~~.	$~~250.00~~
617	**Food Instructional Non-Food Service:** ~~Bottled water, soft drinks provided at afterschool PLC meetings to address basic comfort needs and create a welcoming environment.~~	$~~250.00~~
627	**Diesel Fuel:** ~~ACT Bootcamp, Summer School/Credit Recovery (diesel for bus transportation)~~	$~~10,000~~
641		
642		
643	**Supplemental Books, Study Guides, and Curriculum:** ACT Preparation Materials READ 180 rBooks MATH 180 Student Books Student SmartBook/Handbook (part of advocacy)	$~~15,000~~2000
646	**Tests – Data Required for State Reporting:** ~~Reading Inventory (RI) [hosted] $2400~~ ~~Math Inventory (MI) [hosted] $2400~~	$~~4800~~
734	**Technology Related Hardware:** Student engagement - one to one Chromebooks for accessing Google Drive (Docs, Sheets, and Slides) for 1) Students use digital tools/technology to gather, evaluate and/or use information for learning. 2) Students use digital tools/technology to conduct research, solve problems and/or create original works for learning. 3) Students use digital tools/technology to communicate and work collaboratively for learning. Roll out Year 2 - Incoming Freshmen and Sophomores.	$~~150,000~~

	Headphones for intervention programs.	
735		
894	**Instructional Field Trips:** ~~College Visits to support College and Career Readiness~~	$~~2,000~~
	YEAR 2 TOTAL	$~~590,843.17~~ **219,652.08**

YEAR 3		
MUNIS CODE	**BUDGET NARRATIVE**	**AMOUNT REQUESTED**
110	**Certified Services (Contract):** ~~1.0 FTE School Improvement Coach/Grant Coordinator (185 days)~~ .5 ~~ELA Coach~~ ~~.5 Reading Intervention Teacher~~ ~~.5 Math Intervention Teacher~~ Rationale: As the need for intervention decreases and teacher capacity increases, the need for intervention teachers and coaches will decrease.	$~~150,000~~ 0.00
111	~~School Improvement Coach/Grant Coordinator (185 days) (30 extended days)~~ ~~*Rationale:*~~ ~~It will be important for the School Improvement Coach to work with the school leadership team during the extended days on planning for professional development, grant reporting requirements, and planning the grant implementation for the next school year.~~ ~~CCHS has experience high turnover for the past several years. At the beginning of SY 15-16, there are 35 new teachers on staff. There is a great need for mentor teachers, additional professional development time with these new teachers, and they will need additional coaching in order to be successful. These teachers will need the support to be successful and if we hope to retain them in the field. The amount of support is gradually reduced over the life of the grant as capacity is built and teacher retention is increased.~~	$~~6600~~
113	**Other Certified (Not Part of Contract:** Other Certified (Not Part of Contract): ACT Preparation Boot Camp/After School - Summer Credit Recovery/EOC Preparation (3 hourly tutors $23.93 x 18 hours per week for 18 weeks = $7753.32 *Rationale:* The ACT Boot Camp and after school preparation for EOC will increase the number of successful students reaching	$~~34,076.32~~ 28,823

	benchmarks and graduation. **Other Certified (Not Part of Contract):** Extended PLCs ($23.93 x 1 hour x 55 teachers x 20 afterschool PLCs = $26,323.00 The PLC process at CCHS is still fragile in its implementation. There is a tremendous amount of work to be done and this additional time is needed to begin to build teacher capacity and for the PLC process to be a fully embedded, continuous part of the school culture. During the first year, the work will be centered around Classroom Assessment for Student Learning (CASL) and Classroom Strategies for Interactive Learning. PLC teams will refine common assessments which will improve the rigor of the common assessments.	
120	~~Substitutes for:~~ ~~Teachers to participate in Instructional Rounds~~ ~~Teachers to visit high performing high schools~~ ~~Teachers to engage in professional development~~ ~~$90 per day x 30 days to provide coverage – $2700~~ ~~*Rationale:*~~ ~~Providing substitute coverage will allow for teachers to participate in meaningful professional development, observe in other schools in the district and other high performing schools.~~	$~~2700~~
131	**Other Classified Pay:** Classified Tutor(s) *Rationale:* The tutors will perform much of the day to day work of the ACT Boot Camp and after school preparation for EOC. This work will increase the number of successful students reaching benchmarks and graduation.	$~~5,663.52~~ 6672.84
221	**FICA**	$ ~~15,508.99~~
222	**Medicare**	$~~2418.06~~
231	**KTRS**	$~~2418.06~~
260	**Workman's Compensation**	$~~811.00~~
294	**Federally Funded Health Care Benefits**	$~~37,333.33~~
295	**Federally Funded Life Insurance Benefits**	$~~88.00~~
296	**Federally Funded State Administration**	$~~416~~
321	**Workshop Consultant(s):**	$~~1000~~

322	**Educational Consultant:**	$~~1000~~
335	**Professional Consultant:**	$~~1000~~
338		
514	**Contracted Bus Services** ~~College Trips~~	$~~7000~~
541	**Radio and Television Advertising:** ~~Promote school and student success within the community. Communicate and raise awareness of stakeholders understanding of school purpose and beliefs.~~	$~~500~~
542	**Newspaper Advertising:** ~~Promote school and student success within the community. Communicate and raise awareness of stakeholders understanding of school purpose and beliefs.~~	$~~500~~
552	**Posters:** ~~Promote students successfully on track to meet graduation requirements, CCR requirements, and ACT targets.~~	$~~1500~~
581	**Travel (In District):**	
582	**Travel (Out of District):** ~~Mileage reimbursement for teachers/staff to visit other high performing high schools.~~	~~500~~
584	**Travel (Out of State):** ~~Travel to present at regional conferences~~	~~800~~
585	**Travel (Meals):**	~~210~~
586	**Travel (Lodging):**	~~1200~~
616	**Food Non-Instructional Non-Food Service:** ~~Bottled water, soft drinks provided at parent meetings, community meetings to address basic comfort needs and create a welcoming environment.~~	$~~250.00~~
617	**Food Instructional Non-Food Service:** ~~Bottled water, soft drinks provided at afterschool PLC meetings to address basic comfort needs and create a welcoming environment.~~	$~~250.00~~
627	**Diesel Fuel:** ~~ACT Bootcamp/Summer School/Credit Recovery (diesel for bus transportation)~~	$~~10,000~~
641		
642		
643	**Supplemental Books, Study Guides, and Curriculum:** ACT Preparation Materials READ 180 rBooks MATH 180 Student Books Student SmartBook/Handbook (part of advocacy)	$~~5000~~1500

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646	**Tests – Data Required for State Reporting:** ~~Scholastic Reading Inventory (SRI) [hosted] $2400~~ ~~Scholastic Math Inventory (SMI) [hosted] $2400~~ ~~ACT Prep Workbooks $5000~~	**$~~4800~~**
734	Technology Related Hardware: One-to-One Chromebooks for intervention students.	**$~~5,000~~**
735		
894	**Instructional Field Trips:** ~~College Visits to support College and Career Readiness~~	**$~~2,000~~**
	YEAR 3 TOTAL	**$~~300,543.28~~ 36995.84**

Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

The School Improvement Team that collaborated on the writing of this proposal included the Superintendent, Chief Instructional Officer, Chief Administrative Officer, Chief Operations Officer, Principal, Educational Recovery Leader, Assistant Principal(s), Instructional Behavioral Coach, Director of Special Education, District Assessment Coordinator, and the Director of Federal Programs.

The team reviewed academic and non-academic data as well as results of the most recent Diagnostic Review to select the focus areas for the project proposal. Meetings were held at Christian County High School as the drafting process proceeded and input was provided from district level stakeholders. Guidance was provided by the Director of Special Education, Director of Federal Programs, and the Chief Instructional Officer on aligning Title I and Professional Development funding. The school leadership explored ways that the Family Resource/Youth Service Centers could be involved in the proposal – particularly in the area of authentic, meaningful family engagement.

Year 1 Budget
Please Note: You may only type in the gray areas.

District   **Christian County**
School   **Christian County High School**

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services (Contract)	$ ~~234,000~~129,600
111	Extended Days	$ ~~6600~~
112		$
113	Other Certified (Not Part of Contract)	$ ~~34,076.32~~28,823.00
120	Certified Substitute	$ ~~2700.00~~
130		$
131	Other Classified Pay	$ ~~8495.28~~6800
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221	FICA	$ ~~15508.99~~564.20
222	Medicare	$ 3627.10131.95
231	KTRS	$ 35132.2520775.45
232		$
233		$
240		$
250		$
251		$
253		$
260	Workman's Compensation	$ ~~1217.43~~645.00
270		$
291		$

292		$
293		$
294	**Federally Funded Health Care Benefits**	$~~56000.00~~30000
295	**Federally Funded Life Insurance Benefits**	$ ~~112.56~~48.24
296	**Federally Funded State Administration**	$ ~~616.56~~264.24
297		$
321	**Workshop Consultant(s)**	$ ~~1000.00~~
322	**Educational Consultant(s)**	$ ~~1000.00~~
335	**Professional Consultant(s)**	$ ~~1000.00~~
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$
452		$
453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514	**Contracted Bus Services**	$ ~~7000.00~~
519		$
521		$
525		$
526		$
531		$
541	**Radio and Television Advertising**	$ ~~500.00~~
542	**Newspaper Advertising**	$ ~~500.00~~
552	**Posters**	$ ~~1500.00~~
553		$
555		$
580		$
581		$

582	Travel (Out of District)	$500
584	Travel (Out of State)	$800
585	Travel (Meals)	$210
591	Travel (Lodging)	$1200
592		$
610		$
616	Food Non-Instructional Non-Food Service	$ 250.00
617	Food Instructional Non-Food Service	$ 250.00
626		$
627	Diesel Fuel	$ 10000.00
629		$
631		$
639		$
641		$
642		$
643	Supplem. Books, Study Guides, Curriculum	$ 150002700
644		$
645		$
646	Tests- Data Required for State Reporting	$ 4800.00
647		$
649		$
650		$
669		$
734	Technology Related Hardware	$ 1500020000
735	Technology Related Software	$ 85000.0065000
739		$
810		$
894	Instructional Field Trips	$ 2000.00
Total Amount Requested		$680,596.49 305352.08

Year 2 Budget
Please Note: You may only type in the gray areas.

District	Christian County
School	Christian County High School

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services (Contract)	$ ~~234,000~~129600
111	Extended Days	$ ~~6600~~
112		$
113	Other Certified (Not Part of Contract)	$ ~~26,323~~28823.00
120	Certified Substitute	$ ~~2700.00~~
130		$
131	Other Classified Pay	$ ~~8495.28~~6800.00
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221	FICA	$ ~~15508.99~~564.20
222	Medicare	$ ~~3627.10~~131.95
231	KTRS	$ ~~35,132.25~~ 20775.40
232		$
233		$
240		$
250		$
251		$
253		$
260	Workman's Compensation	$ ~~1217.43~~645
270		$
291		$

292		$
293		$
294	**Federally Funded Health Care Benefits**	$ ~~56,000~~30000

MUNIS Code	Description of Activity	Amount Requested
295	**Federally Funded Life Insurance Benefits**	$ ~~3112.56~~48.24
296	**Federally Funded State Administration**	$ ~~616.56~~264.24
297		$
321	**Workshop Consultant(s)**	~~$ 1000.00~~
322	**Educational Consultant(s)**	~~$ 1000.00~~
335	**Professional Consultant(s)**	~~$ 1000.00~~
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$
452		$
453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514	**Contracted Bus Services**	$ ~~7000.00~~
519		$
521		$
525		$
526		$
531		$
541	**Radio and Television Advertising**	~~$ 500.00~~
542	**Newspaper Advertising**	~~$ 500.00~~
552	**Posters**	~~$ 1500.00~~

MUNIS Code	Description of Activity	Amount Requested
553		$
555		$
580		$
581		
582	**Travel (Out of District)**	~~$500~~
584	**Travel (Out of State)**	~~$800~~
585	**Travel (Meals)**	~~$210~~
586	**Travel (Lodging)**	~~$1200~~
MUNIS Code	**Description of Activity**	**Amount Requested**
591		$
592		$
610		$
616	**Food Non-Instructional Non-Food Service**	~~$ 250.00~~
617	**Food Instructional Non-Food Service**	~~$ 250.00~~
626		$
627	**Diesel Fuel**	$ ~~10000.00~~
629		$
631		$
639		$
641		$
642		$
643	**Supplem. Books, Study Guides, Curriculum**	$ ~~15000.00~~2000
644		$
645		$
646	**Tests- Data Required for State Reporting**	$ ~~4800.00~~
647		$
649		$
650		$
669		$
734	**Technology Related Hardware**	$ ~~150,000~~
735	**Technology Related Software**	$
739		$
810		$
894	**Instructional Field Trips**	$ ~~2000.00~~
Total Amount Requested		$~~590,843.17~~ 219652.08

Year 3 Budget
Please Note: You may only type in the gray areas.

District	**Christian County**
School	**Christian County High School**

MUNIS Code	Description of Activity	Amount Requested
110	**Certified Services (Contract)**	$ ~~150,000~~
111	**Extended Days**	$ ~~6600~~
112		$
113	**Other Certified (Not Part of Contract)**	$ ~~34,076.32~~ 28,823.00
120	**Certified Substitute**	$ ~~2700~~
130		$
131	**Other Classified Pay**	$ ~~5663.52~~ 6672.84
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221	**FICA**	$ ~~15,508.99~~
222	**Medicare**	$ ~~2418.06~~
231	**KTRS**	$ ~~2418.06~~
233		$
240		$
250		$
251		$
253		$
260	**Workman's Compensation**	$ ~~811.00~~
270		$
291		$

292		$
293		$
294	**Federally Funded Health Care Benefits**	$ ~~37,333.33~~

MUNIS Code	Description of Activity	Amount Requested
295	**Federally Funded Life Insurance Benefits**	$ ~~88.00~~
296	**Federally Funded State Administration**	$ ~~416.00~~
297		$
321	**Workshop Consultant(s)**	$ ~~1000.00~~
322	**Educational Consultant(s)**	$ ~~1000.00~~
335	**Professional Consultant(s)**	$ ~~1000.00~~
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$
452		$
453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514	**Contracted Bus Services**	$ ~~7000.00~~
519		$
521		$
525		$
526		$
531		$
541	**Radio and Television Advertising**	$ ~~500.00~~
542	**Newspaper Advertising**	$ ~~500.00~~
552	**Posters**	$ ~~1500.00~~

MUNIS Code	Description of Activity	Amount Requested
553		$
555		$
580		$
581		$
582	**Travel (In District)**	~~$500~~
584	**Travel (Out of State)**	~~$800~~
585	**Travel (Meals)**	~~$210~~
586	**Travel (Lodging)**	~~$1200~~
MUNIS Code	**Description of Activity**	**Amount Requested**
591		$
592		$
610		$
616	**Food Non-Instructional Non-Food Service**	$ ~~250.00~~
617	**Food Instructional Non-Food Service**	$ ~~250.00~~
626		$
627	**Diesel Fuel**	$ ~~10,000.00~~
629		$
631		$
639		$
641		$
642		$
643	**Supplem. Books, Study Guides, Curriculum**	$ ~~5000.00~~ 1500
644		$
645		$
646	**Tests- Data Required for State Reporting**	$ ~~4800.00~~
647		$
649		$
650		$
669		$
734	**Technology Related Hardware**	$ ~~5000.00~~
735	**Technology Related Software**	$
739		$
810		$
894	**Instructional Field Trips**	$ ~~2000.00~~
Total Amount Requested		$~~300,543.28~~ 36995.84